DOCUMENT RESUME

ED 249 315 UD 023 822

AUTHOR Hanawalt, Frank; Williams, Robert L.
TITLE The History of Desegregation in Seattle Public Schools, 1954-1981.
INSTITUTION Seattle Public Schools, Wash.
PUB DATE [82]
NOTE 85p.; This report was prepared by the Department of Integration and Special Programs within the Division of Curriculum and Instruction
PUB TYPE Statistical Data (110) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Desegregation Plans; *Educational Policy; Elementary Secondary Education; *Enrollment Trends; Racial Composition; *Racial Distribution; Racially Balanced Schools; School Community Relationship; School Demography; *School Desegregation; Student Transportation; Transfer Programs
IDENTIFIERS *Seattle Public Schools WA

ABSTRACT

This history details desegregation efforts in the Seattle (Washington) public schools, beginning with the "Brown" Decision in 1954, through 1981, the year that the Board of Education adopted a long-range facilities/desegregation plan. The first four chapters deal chronologically with desegregation events, activities, and plans that took place or were implemented from 1954-1963 (Chapter I), 1963-1973 (Chapter II), 1973-1978 (Chapter III), and 1978-1981 (Chapter IV). Chapter V provides extensive statistical data on enrollment and racial distribution trends in the school district throughout the period covered by the report. (GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED249315

THE HISTORY OF DESEGREGATION IN SEATTLE PUBLIC SCHOOLS 1954-1981

FRANK HANAWALT
Assistant Director
of Desegregation

ROBERT L. WILLIAMS
Assistant Director
of Desegregation

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Collin Williams

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DIVISION OF
CURRICULUM AND INSTRUCTION

Dr. Dorothy Magett
Assistant Superintendent

DEPARTMENT OF
INTEGRATION AND SPECIAL PROGRAMS

Dr. Collin Williams
Director

SEATTLE PUBLIC SCHOOLS

UD023822

PREFACE

This paper has been written by Robert L. Williams and Frank Hanawalt, Desegregation Planners for the Seattle School District during the 1980-81 school year, to meet the requirement for the Supplemental Assignment Programs for Administrators Retiring June 30, 1981.

Recognizing that the School District has never had a comprehensive written history of school desegregation in Seattle, the authors selected this topic for their supplemental assignment to provide a resource to the School District for planning future programs.

The authors wish to acknowledge the research assistance of Eleanor Toews, Seattle Public Schools Archivist, the generosity of Dr. Doris Pieroth in sharing her Ph.D. dissertation DESEGREGATING THE PUBLIC SCHOOLS, SEATTLE, WASHINGTON, 1954-68, (1979), and the patience and skill of Robert McMurry and Bruce Raymond in preparing the manuscript.

INTRODUCTION

Forty years ago as the citizens of Seattle were preoccupied with the country's slow emergence from the Great Depression and the world teetering on the brink of another great war, there was little concern over the distribution of minority students in the Seattle Public Schools and implications that might hold for provision of equal education opportunities for all of the school children in Seattle.

As the country recovered from World War II, however, it became evident that social change, as well as political and economic change, would play a key role in the post-war period. A major event in the process of that social change was the U.S. Supreme Court decision Brown vs. the Board of Education (Topeka, Kansas) of 1954, which made it clear that state laws which segregated students by race deprived them of the equal protection guarantee of the 14th Amendment of the Constitution.

Twenty years later in 1973, the Supreme Court followed up with another crucial decision, Keyes vs. School District Number 1 (Denver, Colorado), which expanded the scope of the 1954 Brown Decision to include not only de jure segregation (in which segregation is established by law) but also segregation which may result from "natural consequences" of discriminatory housing patterns and actions by school districts.

The Brown Decision introduced a new awareness and a new controversy in the field of public education. Within the decade the term "school desegregation" was to become a household word in the vocabularies of most Americans. School segregation and desegregation were, of course, a part of the much broader Civil Rights Movement which gained impetus from the Brown Decision, but was to receive its major thrust from the public accommodations boycotts led by Dr. Martin Luther King in the late 50's and early 60's.

In 1954 only a few Seattle citizens and community organizations saw the long-range implications of the Brown Decision for Seattle schools. For the Central Area of Seattle, however, caught up in the impact of major population movements that were sweeping the nation during the post-war period, the Brown Decision focused on problems and raised issues that were already urgent and were to become progressively more so in the years ahead.

TABLE OF CONTENTS

Chapter I: Events and Activities of the Fifties and Early Sixties.....1

Chapter II: Desegregation Programs and Events from 1963 to 1973.....11

Chapter III: Desegregation Activities from the Middle School Desegregation Plan to the Adoption of The Seattle Plan - 1973-1978...27

Chapter IV: The Seattle Desegregation Plan: 1978-1981.....35

Chapter V: Trends in Enrollment and Racial Distribution of Students in Seattle Public Schools for Years Related to the Implementation of Desegregation Plans and Programs.....43

TABLES AND EXHIBITS

Table I: Garfield High School Enrollment and Racial Distribution 1940-1981.....3

Exhibit I: July 5, 1967 Letter Urging Participation in Voluntary Transfer Program.....47

Exhibit 2: Resolution 1977-8: Definition of Racial Imbalance and 1978-79 and 1979-80 Percentage Goals Resulting in the Elimination of Racial Imbalance.....49

Exhibit 3: Resolution 1977-9: Planning for the Elimination of Racial Imbalance.....51

Table II: Total Enrollment and Racial Distribution for all Schools in Selected Years.....53

Table III: Minority Percentages in Racially Imbalanced Schools.....67

Table IV: Enrollment Decline in Seattle Public Schools - 1964-1980....68

Table V: Comparison of Enrollment Decline in Years Before and After Implementation of The Seattle Plan.....69

Table VI: Schools in Which Elementary Students Have Been Mandatorily Bused (Pairs/Triads).....70

Table VII: Schools in Which Elementary Students Have Not Been Mandatorily Bused.....71

CHAPTER ONE

EVENTS AND ACTIVITIES
OF THE FIFTIES AND EARLY SIXTIES

Population Trends in Seattle, 1940 - 1980

Following World War II extensive population movements took place in the country with minority families moving into the heavily populated northern cities, and at the same time White middle class/upper middle class families moving out of the cities into surrounding suburbs. The impact of these nation-wide population movements on Seattle followed closely the problems in other great cities. Given the existing discriminatory housing patterns and other socio-economic factors, the Central Area, within which the minority population had been traditionally centered, became increasingly more crowded and increasingly more segregated.

The Black population in Seattle made the following increases from 1940 to 1980:

Year	Black Population	Percentage of Total Population
1940	3,789	1.0%
1950	15,666	3.4%
1960	26,901	4.8%
1970	37,868	7.1%
1980	46,755	9.47%

Most of this influx of Black population concentrated in the Central Area where it had already been centered since the early days of Seattle. By the late 50's, however, it began to expand into those portions of Southeast Seattle served by Franklin and Cleveland High Schools. By the late 60's the influx had established itself in the Southeast Area served by Rainier Beach High School as well.

The Japanese-American population, which underwent a forced evacuation from the West Coast during World War II, returned to Seattle after the war and increased from 5,778 in 1950 to 9,351 in 1960. Most of this population lived in the Central Area where it had been centered since the early 1900's. In the late 50's, however, along with other Asian populations, it shifted southward into Southeast Seattle and Beacon Hill. In recent years many of these families have dispersed throughout the Seattle area or have left the city to live in nearby suburban areas.

In the early years of Seattle the Chinese-American population tended to center in the area south of Yesler in the vicinity of King and Weller Streets. By 1960 the population had reached 4,026 and there was a strong movement underway to shift from the Central Area to Beacon Hill and Southeast Seattle. With the lifting of quotas on immigrants from mainland China in the early 60's, this population made significant gains in the late 60's and early 70's.

The 1920 Census marked the first time Filipino-Americans were reported separately in the Seattle Population. At that time there were 458. The number increased to 3,755 by 1960. This population, like the Chinese and Japanese-Americans, centered in the Central Area until the 60's, then shifted to Southeast Seattle.

Impact of Population Trends on Seattle Schools, 1940 - 1970

Information on racial distribution of students in the Seattle Schools is not available for the period 1940-1957. No formal surveys were made on a city-wide basis during those years. Occasionally, an informal survey would be made at a particular school. One such study was made in 1940 by the then vice-principal of Garfield High School, E. E. Hanselman. Early in that year, he visited all of the first period classes and made a head count on the basis of ethnicity. The first formal racial distribution survey in recent history of the Seattle schools was made in December of 1957 in a cooperative effort by the Office of Population Research at the University of Washington and the Seattle School District. The next survey was made five years later in 1962. This was followed by similar surveys in 1964 and 1966. Thereafter, the School District has published annual racial distribution reports.

It is evident from the data that is available that the concentration of resident minority population in the Central Area of Seattle during the time of 1940 - 1960 was responsible for a similar concentration of minority population in the public schools that served the Central Area. At the same time the schools which served other major areas of the city remained virtually all White, with a few having token minority representation. The concentration of minority populations in the Central Area schools is perhaps best viewed in terms of Garfield High School which serves that area.

Table I shows the minority population trends at Garfield High School from 1940 to 1980, based on available information. Neighboring Broadway High School also had significant minority population until it was closed in June of 1946, leaving Garfield as the only public high school serving the Central Area. At that time most of Broadway's minority population was reassigned to Garfield as a result of the boundary changes that were made to accommodate the closure.

TABLE I

Garfield High School Enrollment
and Racial Distribution 1940 - 1981

Year[1]	Total Enrollment	Black		White		Asian and Other Minorities	
		Number	Percentage	Number	Percentage	Number	Percentage
1940[2]	2,133	86	4%	1,791	84%	256	12%
1949 (Sept.)	1,397						
1950 (Sept.)	1,303						
1957 (Dec.)	1,388	472	34%	667	48%	250	18%
1958	1,466						
1959	1,583						
1960	1,556						
1961	1,663						
1962 (Dec.)	1,696	871	51%	606	36%	219	13%
1963	1,770						
1964	1,773	923	52%	598	34%	252	14%
1965	1,680						
1966 (Dec.)	1,609	895	56%	499	31%	215	13%
1967	1,654	906	55%	524	32%	224	14%
1968	1,524	886	58%	448	29%	190	13%
1969	1,090	749	69%	225	21%	116	11%
1970[3]	1,231	974	79%	197	16%	60	5%
1971	1,178	900	76%	219	19%	59	5%
1972	1,034	774	75%	211	20%	49	5%
1973	1,240	1,002	81%	187	15%	51	4%
1974	1,125	866	77%	204	18%	55	5%
1975[4]	1,340	890	66%	368	27%	82	7%
1976	1,241	782	63%	341	27%	118	10%
1977	1,212	637	53%	428	35%	147	12%
1978	1,211	653	54%	447	37%	111	9%
1979	1,221	617	51%	516	42%	88	7%
1980	1,113	550	49%	494	44%	69	6%
1981[5]	1,490	730	49%	671	45%	89	6%

[1]Enrollment count taken in October unless otherwise noted

[2]Informal racial distribution count made by the vice-principal in the fall of 1940

[3]Regular class enrollment with a four-year school conversion for 1970 and after

[4]Does not include Garfield Alternative

[5]Tentative projection

A comparison of the informal racial survey made by the Garfield vice-principal in 1940 and the first formal racial distribution survey made by the School District in 1957, along with total enrollment data, shows how the post-World War II exodus of White population and concurrent influx of Black population profoundly impacted the enrollment of Garfield High School. With the exodus of White population, the total enrollment of Garfield changed from well over 2,000 in the early 40's to a low of 1,200 to 1,300 in the early 50's. As the in-migration of Black population accelerated in Seattle, the enrollment at Garfield made yearly gains, until leveling off at about 1,600 to 1,700 in the 60's.

By 1957, Garfield had become the first high school in Seattle to have a student body with a combined minority enrollment of over 50%. By 1962, Garfield had become the first high school to have a single minority enrollment of over 50%, as the Black enrollment that year reached 51%. In that year Garfield's combined minority enrollment reached 64%. Garfield's trend toward becoming a minority segregated school continued with each additional year. The rate of increase of the Black enrollment was slowed somewhat by the Voluntary Transfer Program, which began in 1963, but the trend toward segregation continued through the 60's and on into the 70's. In 1973 the minority enrollment of Garfield at one point reached 85%, with the Black enrollment at 81%.

The same population trends toward minority segregation were being experienced at the junior high and elementary schools which served the Central Area. Black enrollment at Meany Junior High increased from 27.5% in 1957 to 49.3% in 1962. At Washington Junior High the increase was from 48.2% in 1957 to 66.4% in 1962. Black enrollment made the following increases in the six most impacted Central Area elementary schools between 1957 and 1962:

School	1957	1962
Colman	59.8%	76.9%
Harrison (King)	75.6%	83.4%
Leschi	66.8%	88.9%
Madrona	62.9%	79.4%
Mann	79.3%	94.3%
Minor	72.8%	80.1%

The expansion of minority population into Southeast Seattle in the 60's and 70's also was reflected in the schools that served Southeast Seattle. For example, the minority enrollment of Franklin High School increased from 9.1% in 1957 to 78.2% in 1977. Similar enrollment trends were reflected in the junior highs and elementary schools that served the Franklin area. The Cleveland and Rainier Beach areas of Southeast Seattle experienced similar enrollment changes starting somewhat later in the 60's and continuing through the 70's.

While the minority student enrollment was increasing and impacting the Central Area schools during the 50's and expanding southward to impact Southeast Seattle schools in the 60's, the schools of other areas in Seattle remained essentially all White. In 1957 the White enrollment was over 99% in Ballard, Lincoln, Queen Anne, Roosevelt and West Seattle.

By 1962, the year before the School District adopted the Voluntary Racial Transfer Program, the eleven high schools had the following White enrollment percentages:

Garfield	35.8%
Franklin	81.8%
Cleveland	83.2%
Rainier Beach	96.4%
Sealth	96.8%
Lincoln	98.6%
Queen Anne	98.6%
Ingraham	99.2%
West Seattle	99.4%
Ballard	99.5%
Roosevelt	99.5%

Eight of the 11 Seattle high schools in 1962 were essentially all White schools. With some isolated exceptions the junior high and elementary schools serving those 8 high school areas reflected similar racial distribution patterns.

Early District Decisions and Programs, 1954 - 1963 *

As the post World War II period began, there was a growing awareness in the Seattle School District of the need for increased interest and concern in the field of inter-group relations. Throughout the country millions of Americans emerged from the war experience with an expectation that changes had to be made in the American society to provide equity for minority people. The issue was given further focus and impetus in Seattle by the impact on the Central Area of the population movements described earlier and by the Supreme Court's Brown Decision of 1954. As this growing awareness of the need for a greater commitment in the field of inter-group relations developed, the School District and the Seattle community responded in a number of ways.

A. Early Involvement of Community Organizations

Soon after the post-war period began, several community organizations began ongoing discussions with the School Board on key human relations issues. One of these issues was that of hiring minority teachers. Christian Friends for Racial Equality, the Civic Unity Committee and the Urban League were among the first groups to raise and discuss this issue with the School Board.

Early in the 50's the Civic Unity Committee and the Urban League expressed their concerns about school segregation with the Board. These early discussions centered around three elementary schools - Madrona, Harrison and McGilvra. Local community clubs and PTA groups also began to participate in these discussions. By 1957 concern was being expressed about segregation-related matters on the secondary level as well. Along with the Urban League and the Civic Unity Committee, the Municipal League School Committee, the

*DESEGREGATING THE PUBLIC SCHOOLS, SEATTLE, WASHINGTON, 1954-68 (1979) by Doris Pieroth was used extensively in the writing of this section.

NAACP and the Anti-Defamation League of B'Nai B'rith also began to play active roles in these discussions.

B. Multi-Racial Staffing

The hiring of minority teachers was one of the first major issues in the field of human relations to be addressed by the School Board after World War II. As a result, in 1947 the Board adopted a policy of hiring teachers and staff of different races. The first Black teacher was hired in September 1947. The following chart shows the degree of progress made by the School District in employing minority teachers from 1952 to 1981.

Seattle School District Employment
of Minority Teachers, 1952 - 1981

	Total Cert. Staff[1]	White	Black	Japanese	Chinese	"Other"	Total Minority Teachers
1952-53[2]	2,524	2,492	17	12	3		32
1954-55[2]	3,146	3,082	33	25	4	2	64
1957-58[3]	3,481	2,939	66	34	5	10	115
1962-63[3]	4,286	3,325	129	57	9	10	205
1980-81[4]	3,100	2,450	322	107	81	140	650

C. Early Desegregation Problems with Madrona, Harrison and McGilvra

In accordance with the 1957 Racial Distribution Survey, 83.7% of all elementary-age Black students in Seattle attended eight Central Area elementary schools and High Point (which serves the High Point public housing project in West Seattle). Three of these schools - Madrona, Harrison and McGilvra - became the center of the first major school segregation problem in the early 50's. The problem stemmed from concern of parents and local citizens over growing racial imbalance, attendance boundaries and student transfer policies.

Harrison and Madrona both had substantial Black enrollments while McGilvra had an all White enrollment. Minority percentages at Madrona and Harrison had climbed steadily with each new year and McGilvra continued to remain a virtually all White school. The problem ultimately became a Harrison/McGilvra problem. At this time the School Board had no policy that dealt with growing racial imbalance and, as a result, no real solutions to the Harrison/McGilvra problem were arrived at. There was, however, evidence that the Board Members were concerned about the trend toward racially impacted schools in some

[1]From School District "Annual Reports"

[2]Data obtained from lists compiled by Ken Selby, Assistant Superintendent of Schools

[3]Data from "Growth and Distribution of Minority Races in Seattle, Washington"

[4]RACIAL DISTRIBUTION OF 1980-81 STUDENTS AND STAFF, Seattle Public Schools

sections of the School District. Furthermore, the Board had succeeded in maintaining liaison with the communities and community organizations involved.

D. Emphasis on Compensatory Education Programs as a Basic Approach to the Problem of Segregated Schools

For many years the School District adhered to a policy calling for essentially equal expenditure of funds and assignment of staff to all schools, with the grade level of instruction and the number of students enrolled being the only major determinants of need. In the spring of 1961 the Central Area Principals Committee, chaired by Garfield Principal Frank Hanawalt, urged the District to recognize that schools serving areas with a high degree of population mobility and poverty required additional resources and services in order to meet the educational needs of their students.

In the area of personnel, their recommendation called for encouraging experienced and competent teachers to apply for vacancies in the area; searching for teachers with a special interest in students from varied backgrounds; allowing greater participation by Central Area principals in selecting their staff; receiving strong cadet teachers for the area as a means of recruiting future teachers, and planning special orientation programs for teachers new to the Central Area schools.

In the area of curriculum, the Principals Committee recommended smaller class sizes; asked for more specialized help from the Curriculum Division of the administration; stressed the need for stronger vocational education programs in Central Area schools, and requested more guidance and counseling services. In the area of administration they sought more building-level administrative staff and spoke to the problem of retaining strong principals in the Central Area schools. In the area of community relations the Principals Committee urged the District to provide the services of a specialist to assist in developing greater parent participation in school affairs and in the development of effective two-way communication between school and community.

The need for special resources and services for the Central Area schools was given support by community groups. The Urban League, the School Committee of the Municipal League, the Garfield Area Community Council and the Civic Unity Committee all were urging stepped up special resources for Central Area Schools at the time the Central Area Principals Committee sent its memo to the School Board.

In the fall of 1961 the School District departed from its traditional policy of equal resources and services to all schools and began to provide special assistance to schools in the Central Area which were developing compensatory programs. In the fall of 1962 the District established a city-wide committee for dealing with compensatory programs. A coordinator was appointed to provide leadership in the development and implementation of the committee's programs.

E. High School Exchange Programs

With the rapid increase of minority population in the Central Area and the development city-wide of attendant problems, many with racial overtones, the Central Area schools began to experience an inevitable upswing in racial tension and racial incidents. This included a growing tendency on the part

BEST COPY AVAILABLE

of students, staff and citizens throughout the city to negatively stereotype schools with relatively large minority enrollments.

Prompted by these develcpments the students and staff of Garfield, the only minority-impacted high school in the city, began to explore with other high schools ways to break through the barriers of isolation and misunderstanding that had developed in the late 50's and early 60's between students of Garfield and the students of other high schools. The result was a student exchange program, which was first implemented between Garfield and Ballard for five weeks in the late fall of 1961. The exchange program involved 5 Garfield students attending Ballard at the same time that 5 Ballard students attended Garfield. Later exchanges took place between Garfield and Ingraham, Garfield and West Seattle and between Franklin and Roosevelt.

With these programs, the District carefully avoided reference to desegregation as a major objective. The purpose of the exchange programs was the improvement of inter-group relations between the schools involved. Such programs were later extended to 10 or 20 weeks in length and continued until 1963 when the Voluntary Racial Transfer Program of the District was initiated.

F. Citizens Advisory Committee for Equal Educational Opportunity, June 1963

During 1962 and 1963 there was a rapid acceleration of interest in the problem of de facto segregation. Much of that interest centered around concern over the status of Washington Junior High, a minority-segregated school, and its boundaries - as it moved into a newly constructed building. Also, there was a great deal of controversy over the use to be made of the old Washington Junior High building that had been replaced. A series of meetings took place during the spring of 1963, which focused on other issues as well, including the need for an open housing ordinance and the need for the School Board to take action on the "gross racial imbalance" in certain Central Area schools.

In June of that year the Board called a public meeting to discuss this problem and related problems. This meeting led to the appointment by the Board of the 19 member Citizens Advisory Committee on Equal Educational Opportunity. The Committee met during the summer of 1963 and developed several recommendations on which it urged the School District to take prompt action. (see the section on the Voluntary Racial Transfer Program, September 1963)

G. Staff Training and Orientation, 1963-64

The first recommendation of the Citizens Advisory Committee for Equal Educational Opportunity called for the establishment of human relations orientation programs for all teachers. In response to this recommendation the School Board directed the administrative staff to implement an accelerated program of human relations education for teachers in August 1963. The Board further directed the administration to strengthen the orientation program for new teachers, especially for teachers in schools which enrolled a high percentage of disadvantaged students. An orientation program for teachers new to the Central Area took place in October 1963.

A second workshop held in March 1964 was open to all teachers who worked in schools where a large portion of the students were educationally disadvantaged. More than 400 Seattle teachers attended this workshop at which Dr. Samuel Shephard, Jr., an authority on programs for equal educational opportunity, was the main speaker and consultant.

H. Inter-Group Relations Committee

In November 1963 Superintendent E. W. Campbell appointed the Inter-group Relations Committee to serve in an advisory capacity to the Deputy Superintendent on matters related to inter-group education for teachers and students. The purpose of this Committee was to analyze the needs and requirements for a program of inter-group education and to make recommendations to the Deputy Superintendent.

CHAPTER TWO

DESEGREGATION PROGRAMS AND EVENTS FROM 1963 TO 1973

Voluntary Racial Transfer (VRT) Program, September 1963

The Citizens Advisory Committee on Equal Educational Opportunity, which was appointed by the Seattle School Board in June 1963, submitted a report to the Board which stated in part:

> A combination of social and economic factors, and race prejudice and private discrimination, have led to the residential concentration of Negroes in the central area of the city and of Whites in the rest of the city.

The Committee's report further stated that "...the adherence to the neighborhood school concept has resulted in a few Seattle schools which have a heavy enrollment of Negro pupils, and many Seattle schools which have none, or almost none."

In the 1962-63 school year the total Seattle Public Schools enrollment was 97,586, of which the white population was 85,115 (87.2%); the total minority enrollment was 12,471 (12.8%), and the Black enrollment 7,671 (7.9%). 82.6% of the Black elementary students were in 9 of Seattle's 86 elementary schools:

Colman	High Point	Mann
Gatzert	Leschi	Minor
Harrison (now King)	Madrona	Stevens

80.8% of all Black junior high students were in 2 of the 16 junior high schools (Meany and Washington); 75.1% of all Black high school students were in one (Garfield) of the 12 high schools.

The report of the Citizens Advisory Committee on Equal Educational Opportunity submitted to the School Board contained 22 recommendations concerning racial imbalance in the Seattle Public Schools. One of the recommendations stated:

> In order to further encourage the development of a more representative balance of Negroes and Whites in the schools, the School Board should promptly adopt a program of open enrollment, starting in September 1963.

Another recommendation was that transportation should be provided at the expense of the School District for students participating in the open enrollment program to reduce racial imbalance. This transportation was to be provided for distances of over one mile for elementary students and for distances over two miles for junior and senior high school students.

Based on the recommendations of the Citizens Advisory Committee, the School Board adopted a statement at its August 28, 1963 meeting which modified its neighborhood school attendance policy for the 1963-64 school year to permit voluntary transfers to certain schools under certain circumstances:

> It is the Seattle School Board's policy that any student may transfer to a school outside his regular attendance area if the transfer will reduce the racial imbalance of the school he leaves and in the school to which he goes, and if the school to which he wishes to transfer has room for additional students.

Regarding the recommendation that transportation be provided at the expense of the School District, the School Board stated:

> The Seattle School District must adhere to its present policy on transportation. It cannot, according to legal opinion and because of financial stringencies, provide free transportation for the purpose of reducing racial imbalance.

A few years later, after a favorable opinion by the State Attorney General and a ruling by the State Superintendent of Public Instruction, the District provided free transportation for Voluntary Racial Transfer (VRT) students. (See section on Transportation for Desegregation, Page 21)

The VRT Program was launched in September 1963. That year there were 247 VRT students; 239 were Black and 8 were white. Seven of the white students transferred to Garfield High School and 1 to Meany Junior High School; the 239 Black students transferred to 10 elementary schools, 14 junior high schools and 10 senior high schools.

Participation in the VRT Program by Race

The number of VRT students increased each year and reached its peak in the 1969-70 school year when the VRT enrollment was 2,604 (2,200 - 84.5% Black; 400 - 15.4% white; 4 - 0.15% Asian). (To make the distinction between the VRT Program implemented in 1963 and both the Middle School Desegregation Program - a voluntary plan with a mandatory backup - and the Magnet/Option voluntary program, the 1963 VRT Program will be referred to as the Regular VRT Program.) The Regular VRT Program was, in the main, a one-way transfer program in that nearly all the students who volunteered to transfer were Black students who transferred out of Central Area schools to majority-white schools. Although a number of schools were designated as leaving schools for Asian students, very few Asian students participated in the Regular VRT Program and there was minimal participation by white students.

Community Support for Student Participation in the Regular VRT Program

From the beginning of this program in 1963 until the 1968-69 school year, Central Area organizations, Blacks in leadership positions and many parents actively supported the Regular VRT Program. The organizations which were involved in this effort were:

Central Area Committee on Civil Rights
Urban League
NAACP
Central Area Motivation Program (CAMP)
CORE
Black Ministerial Alliance

Their support included dissemination of information about the Regular VRT Program, encouragement to parents to become involved, student recruitment and orientation, and persistence in their efforts to provide more adequate support services for the transfer students (see Exhibit 1, page 47 - a letter to parents dated July 5, 1967).

In 1968 these organizations stated they would discontinue active promotion and recruitment for the program. The stated reason for this withdrawal of Black community effort was that there were not similar efforts in the White community to encourage and recruit White students to transfer to schools in which the majority of the students were Black.

In the spring of 1968 the Church Council of Greater Seattle appointed a Voluntary Transfer Recruitment Committee to promote the program in the White community and to recruit White VRT students. There was an increase in White VRTs from 144 in 1967-68 to 363 in 1968-69 and to 400 in 1969-70 - which was due primarily to the work of this Committee. After the 1969-70 school year, White enrollment in the Regular VRT Program began to decline. In the 1963-64 school year, 239 Black students (3% of the 7,671 Black student enrollment) were VRTs. In 1969-70 there were 2,200 Black VRT students (21.2% of the 10,383 Black enrollment).

An Assessment of the Regular VRT Program as a Strategy for Desegregating Schools

In 1962-63, the school year before the Regular VRT Program was initiated, there were 11 schools in which the Black enrollment was more than 40%:

8 elementary schools	Mann	94.3%	Madrona	79.4%
	Leschi	88.9%	Colman	76.9%
	Harrison (King)	83.4%	Stevens	45.5%
	Minor	80.1%	Gatzert	41.8%
2 junior high schools	Washington	66.4%	Meany	49.3%
1 high school	Garfield	51.4%		

In 1977-78, the year before The Seattle Plan to desegregate the schools was initiated, there were 14 schools in which the Black enrollment was more than 40%:

12 elementary schools

Colman	82.3%	Muir	56.1%	King	46.4%
Leschi	72.0%	Van Asselt	53.6%	Wing Luke	43.0%
Minor	69.9%	Dunlap	52.9%	Gatzert	41.4%
Columbia	56.3%	Hawthorne	50.9%	Whitworth	41.1%

1 junior high school - Sharples 43.5%

1 high school - Garfield 52.6%

NOTE: In May 1976 the School Board adopted the 40% single minority guideline as its definitional standard for identifying a "racially isolated" school.

In 1962-63 and in 1977-78, Black students were the only single minority group that comprised more than 40% of the total enrollment in any school. Applying the 40% single minority definition, there were more racially imbalanced schools in 1977-78 than in 1962-63, the year before the Regular VRT Program was initiated.

It should be noted, however, that in 1963 the Regular VRT Program was developed to reduce racial imbalance in the Central Area schools - the only schools which were racially imbalanced at that time. Of the 11 Central Area schools which were more than 40% Black in 1962-63, only 6 were still over 40% in 1977-78. (Meany and Madrona were below 40% as a result of the Middle School Desegregation Plan initiated in 1971; Mann was closed in 1968; Washington was closed for use as a junior high school, and Stevens' Black percentage had been reduced from 45.5% to 27.6%.)

In 1962 no school outside the Central Area had more than 40% of a single minority group. By 1977 there were seven schools in the Southeast Area which were more than 40% Black:

	1962	1977		1962	1977
Columbia	7.9%	56.3%	Hawthorne	3.7%	50.9%
Muir	8.0%	56.1%	Whitworth	4.0%	41.1%
Van Asselt	8.8%	53.6%	Wing Luke*		43.0%
Dunlap	3.7%	52.9%			

Prior to the Regular VRT Program, 36 elementary schools and 2 junior high schools had no Black students. In 1977-78 there was only one school which had no Black students, although 20 schools had fewer than 10 Black students.

The Regular VRT Program reduced racial imbalance in all the Black-impacted Central Area schools except Colman and Garfield. However, only two schools achieved compliance with the 40% definition. Meany-Madrona (as a result of the Middle School Desegregation Program) and Stevens Elementary (as a result of the Regular VRT Program) were in compliance.

While the Regular VRT Program did not desegregate the racially imbalanced schools, there were some positive results. Quite a few Black parents became involved with the PTSAs in the receiving schools - some White and Black parents had potluck

*opened as a new building in September 1971 at the old South Van Asselt site

suppers at the schools or in homes in the receiving school areas and in the Central Area. The Regular VRT Program provided opportunities for contacts, interaction and relationships between receiving school and Central Area parents and students who had been isolated from each other prior to this program. These experiences probably had a positive effect on later desegregation programs initiated by the School District.

The Seattle Urban League's Triad Proposal, 1964

In the autumn of 1964 the Seattle Urban League's Education Committee and staff completed the development of a proposal to desegregate the racially imbalanced elementary schools in the Central Area. This proposal developed by the Seattle Urban League was designated The Triad Plan. This plan proposed to bring selected elementary schools into clusters, each of which would include three schools. An example of schools proposed for a triad cluster was a Minor, Day and West Woodland triad. The three schools would form one enlarged attendance area. As a strategy for desegregation a triad would consist of one school in which the majority of the students were minority and two schools in which the majority of the students were White.

The proposed grade configuration of the three schools in a triad was that each school would have a kindergarten, one of the schools would be a primary center serving all the 1st and 2nd graders from the enlarged attendance area, one school would serve the 3rd and 4th graders and the third school would house the 5th and 6th graders.

The Seattle Urban League presented its Triad Plan to the Seattle School Board. The Urban League's triad proposal had the approval and support of the civil and human rights organizations but, after considerable review by the School District's administrative staff and a number of meetings between the Urban League and the School Board, the School Board rejected The Triad Plan as a strategy for reducing racial imbalance. It should be noted, however, that in 1977, during the planning phases of The Seattle Plan for desegregation, four proposals were developed by the School District's Desegregation Planning staff and one was submitted by the Seattle Urban League. The Urban League's proposal was an update of its original Triad Plan. The Seattle Plan for Desegregation, which was adopted by the School Board in 1977, included components of the Urban League's plan.

Building Utilization Mandatory Transfer Program, September 1965

At the end of the 1964-65 school year the District established the Building Utilization Mandatory Transfer Program which involved Summit, Leschi and Mann elementary schools. All of Summit's students and some of the students from Leschi and Mann were assigned and mandatorily transferred to schools where classroom space was available. The schools to which these students were transferred were, except for Seward, all north end schools. They were all more than 92% White. The stated reasons for involving Summit, Leschi and Mann in this program were:

Summit

> "This old and inadequate structure, built on an extremely small site, will be closed. Because of the expanding business district and apartment house complexes surrounding this school nearest downtown Seattle, enrollment has been declining steadily and now has reached the point where it is difficult to provide good education at a reasonable cost."

In 1964-65 Summit was 42.3% white, 24.4% Black and 33.3% other minorities. The schools to which the Summit students were transferred were:

	White	Black	Other Minorities
Bagley	95.7%	0.5%	3.8%
View Ridge	99.9%	1.0%	0.1%
McDonald	98.3%	0.2%	1.5%
Interlake	94.7%	0.7%	4.6%

Leschi

"Leschi School enrollment is too large and continues to grow. Already three portables are located in the inadequate play space. To prevent loss of more playground area to additional portables and to relieve overcrowding, the School District will provide relief by change of boundary and temporarily transporting all pupils living in the Leschi attendance area west of Empire Way to available classroom space in other schools."

In 1964-65 Leschi was 3.7% White, 92.0% Black and 4.3% other minorities. The schools to which the Leschi students were transferred were:

	White	Black	Other Minorities
Greenwood	96.9%	0%	3.1%
Loyal Heights	99.5%	0%	0.5%

Mann

"Horace Mann Elementary has an enrollment far exceeding the capacity of the building and is the most crowded school in the city. Projects to be initiated in the fall under the Education Act of 1965 will require additional rooms. Ten portables occupy space in the already small play area. To reduce enrollment at Mann and make possible removal of some of the portables, the District will change the Mann boundaries and provide relief by temporarily transporting to other schools all pupils in the Mann attendance area south of Jefferson Street."

In 1964-65 Mann was 1.0% White, 95,8% Black and 3.2% other minorities. The schools to which the Mann students were transferred were:

	White	Black	Other Minorities
Seward	92.0%	2.8%	5.2%
Day	93.0%	0.6%	6.4%
Greenwood	96.9%	-0-	3.1%

In the 1965-66 school year 380 students were transferred from Summit and parts of Leschi and Mann to Seward and north end schools (132 students from Summit and 248 from Leschi and Mann).

The cost of transportation for this program was paid by the School District, but was reimbursed up to 90% by the state.

1966-67 Voluntary Transfer Program

This was described as:

> .. a voluntary transfer program designed to attain desirable class size to include students from Colman, Gatzert, Harrison, High Point, Madrona, Minor and Stevens elementary schools as well as additional children from Leschi and Mann who are not participating in the mandatory program initiated in 1965. The volunteers are to be transported to other schools with available space. The quota of 500 volunteers has been filled for September 1966. The cost of transportation will be paid out of federal funds from Title I of the Elementary and Secondary Education Act of 1965.

It was confusing to designate this program as the 1966 Voluntary Transfer Program since it involved the same schools which were designated as "leaving" schools for Black students in the 1963 Voluntary Racial Transfer Program. The only difference was that students who volunteered to transfer from these schools, which were all Title I schools, could now receive free transportation.

The Closure of Mann Elementary School, 1968

During the 1967-68 school year a number of civil rights organizations recommended the closure of some Central Area schools, including Mann Elementary. Other groups and individuals in the Central Area were opposed to the closure of any Central Area schools. There was a District administrative recommendation to close Mann and make it temporarily available for community use, to eventually raze the building and to replace it with a unit designed to accommodate those children from throughout the city who were physically handicapped and were not eligible for inclusion in the orthopedic-type program.

Mann, which had 476 students (99% minority) in 1964-65, was involved in the Building Utilization Mandatory Transfer Program because it was "the most crowded school in the city." By the 1967-68 school year, Mann's enrollment was down to 240 students (97.1% minority).

Some of the rationale for closing Mann was that it had become the smallest elementary school in the city and was underutilized, did not meet building code for housing students, and was the most segregated school in the city. Mann was closed at the end of the 1967-68 school year and the parents were sent a list of 11 schools which had available space, to which Mann students could transfer. All of these schools were outside the Central Area.

Unlike the 1965 Building Utilization Mandatory Transfer Program, the parents could select which of the 11 designated "receiving" schools they wanted their children to attend. This was, however, another program in which students were mandatorily transferred out of the Central Area. The schools to which students

from the closed Mann transferred in the fall of 1968, and the number of students transferring, were:

Broadview	35	Greenwood	1	Maple Leaf	18
Crown Hill	9	Lake City	18	Northgate	13
Graham Hill	21	Laurelhurst	30	Sacajawea	16
				Wedgwood	31

Central Area 4-4-4 Plan, 1969

In 1969 the Seattle School Board approved the Educational Plan for the Central District developed under the leadership of Dr. Roland Patterson, Assistant Superintendent for Central Area Schools. This plan sought to provide quality education and integration within the Central Area. This plan, known as the 4-4-4 Plan, was implemented in September of 1970. It was made up of:

8 - "satellite" preschool units serving 3 and 4 year olds
1 - K-2 early childhood education center (King Elementary)
6 - K-4 schools (Leschi, Lowell, McGilvra, Montlake, Seward and Stevens)

Colman and Gatzert, because of their special programs, remained K-6 schools. Minor became a K-5 rather than a K-4 school because of lack of space for 5th grades at the middle schools. Washington Junior High School (93.8% total minority and 74.1% Black) was closed for use as a junior high school and became an annex of Garfield High School. Known as Garfield B, it housed some of the high school's special programs and classes. Washington's students were assigned to Meany Junior High School. Meany, which was 59.1% total minority and 52.9% Black in 1967-68, became 70.8% total minority and 65.7% Black with the assignment of the Washington students.

When the Central Area 4-4-4 Plan was adopted, it was understood that Meany would become more segregated temporarily. However, the School Board assured the State Superintendent of Public Instruction that increased segregation at Meany would only occur for a short time and that the Board had directed the administration to develop alternative proposals which would bring about the desegregation of Meany by the fall of 1971.

Middle School Desegregation Plan, 1971

On November 11, 1970 the School Board adopted the Middle School Desegregation Plan. This plan was a result of nearly two years of staff and community planning. As adopted, the plan called for the desegregation of grades 5-8 in the Garfield, Lincoln and Roosevelt high school attendance areas in September 1971.

The Garfield Attendance Area already had a 5th and 6th grade center at Madrona and a 7th and 8th grade center at Meany. The adopted plan was to create 5th and 6th grade centers at Allen, Bryant, Interlake and Ravenna elementary schools and 7th and 8th grade centers at Eckstein, Hamilton, Marshall and Wilson junior high schools.

When the Middle School Plan was implemented partially in 1971-72 and fully in 1972-73, the 5th and 6th grade centers were not created in the Lincoln and Roosevelt attendance areas because of community resistance. Grades 6-8 middle schools were created at Eckstein, Hamilton and Wilson junior high schools, while Lincoln and Roosevelt became 9th - 12th grade high schools.

Roosevelt's 9th grade was housed at Marshall. Meany-Madrona continued as a 5th - 8th grade middle school, grades 5 and 6 at Madrona and grades 7 and 8 at Meany.

The Middle School Desegregation Plan was a voluntary plan with a mandatory assignment backup. It established that the racial composition of the participating schools would have a minimum of 15% and maximum of 40% non-White students in grades 6-8. There was a period during the spring of each year that minority students from the Garfield Attendance Area could volunteer to transfer to Eckstein, Hamilton and Wilson middle schools, and white students from the Lincoln and Roosevelt attendance areas could volunteer to transfer to Meany-Madrona. After the cutoff period for voluntary applications, if enough students to achieve the desired racial balances had not volunteered to transfer, additional students were mandatorily assigned. Students who volunteered only had to make a one year commitment and could return to their resident area school. Students who were mandatorily assigned were required to remain in the transfer program until completing the 8th grade.

The 1970 desegregation plan was designed as a three phase plan with middle school desegregation in the Garfield, Lincoln and Roosevelt areas being Phase I. Phase II was the desegregation of the remaining grade levels K-12 in those three areas; Phase III was the desegregation of all schools throughout the city.

Full implementation of Phase I was delayed for one year by a superior court order which prohibited the District from mandatorily transferring students. This court order was subsequently overturned by the Washington State Supreme Court and Phase I was fully implemented in September 1972. Phases II and III of the plan were never implemented.

Although the mandatory component of the middle school desegregation could not be implemented in the fall of 1971, efforts to promote and recruit volunteers were accelerated during the summer of 1971. Citizens for Quality Integrated Education (CQIE) and the PTSA Council were among the groups which provided leadership and support for the recruitment of volunteers.

Voluntary transfers to the middle schools for the 1971-72 school year were as follows:

Eckstein	238
Hamilton	120
Madrona	55
Meany	42
Wilson	130
Total	585

This shows that many more Black students volunteered to transfer to Eckstein, Hamilton and Wilson than White students to Meany-Madrona in the Central Area.

BEST COPY AVAILABLE

In the 1972-73 school year when the Middle School Desegregation Plan was fully implemented, the voluntary and mandatory assignments were as follows:

	Voluntary	Mandatory	Total
Eckstein	146	66	212
Hamilton	128	60	188
Madrona	169	14	183
Meany	150	73	223
Wilson	108	59	167
Total	701	272	973

The middle schools were desegregated when the plan was fully implemented in 1972-73 (Eckstein was 25% minority, Hamilton 33%, Meany-Madrona 40% and Wilson 28%).

Suburban Involvement in the Regular VRT Program, 1968

During the 1967-68 school year the administrative staffs of the Seattle and Bellevue school districts had a number of meetings to explore the development of a voluntary racial transfer program between the two districts. The Seattle School Board viewed the inter-district program as an extension of its existing Regular VRT Program and wanted to see such an addition implemented. The Bellevue School Board discussed this proposed exchange program at a number of school board meetings and authorized its staff to continue to work with Seattle in developing a plan.

During the 1968-69 school year the Bellevue School District submitted a proposal for state Urban, Rural, Racial, Disadvantaged (URRD) funds to be used for the pilot Inter-cultural Exchange Program between Bellevue and Seattle schools. The school boards of both districts adopted resolutions approving this program. The Office of the Superintendent of Public Instruction also gave its approval. The program operated under the same guidelines as Seattle's Regular VRT Program: minority students from Seattle's minority isolated schools could transfer to Bellevue schools and White Bellevue students could transfer to Seattle's minority-impacted schools.

The URRD grant Bellevue received was to provide transportation and to fund program evaluation. In September 1969 some Black students from Garfield and Franklin high schools transferred to Newport High School in Bellevue and some White students from Bellevue transferred to Garfield and Franklin. Both school districts waived tuition for the transfer students and each District received the per pupil allocation for the students they enrolled.

In 1971 White students from Mercer Island enrolled as VRT students at Franklin and Garfield high schools, and a few students from these two Seattle schools enrolled at Mercer Island High School.

The last year that Bellevue received URRD funding for this program was 1973-74. That year 41 Black students from Seattle transferred to Bellevue and 7 to Mercer Island. Twenty-one White students from Bellevue and 6 from Mercer Island

transferred to Seattle. In 1974-75, with this program no longer funded by URRD, Bellevue did not provide a bus for the transportation. Students were issued bus passes to ride Metro buses. This was not a convenient mode of transportation and many of the students withdrew from the program. (The Bellevue bus had been picking up Bellevue and Mercer Island students and taking them to Garfield and Franklin, where it picked up students from these two schools to take to Mercer Island and Bellevue.)

In May of 1975 the Bellevue School District informed the Seattle District that, because of Seattle's double levy loss, there was a further loss of interest in Bellevue students transferring to Seattle. Mercer Island stated it would continue to participate in the program if there were any students still interested. Only one student from the three school districts remained in the program in 1975-76 and none participated in 1976-77.

In addition to the Seattle-Bellevue-Mercer Island VRT exchange program there was a VRT program between the Seattle and Shoreline districts in 1968-69. Twenty-seven White elementary, junior high and senior high school students from Shoreline transferred to Central Area schools in Seattle, and a few Seattle students transferred to Shoreline. This program was terminated at the end of the 1968-69 school year by the Shoreline School Board.

Transportation for Seattle's Desegregation Program, 1963 - 1980

. 1963-64

Although the Regular VRT Program was initiated in 1963, the District did not provide transportation. Parents had to drive their children to school or pay their bus fares. In response to Seattle's request to the state to pay for VRT transportation, the Attorney General's opinion dated May 9, 1963 stated:

> Although a school district has no obligation to furnish transportation to any pupils, it seems clear that, if the district undertakes to provide such transportation to some students, it must afford transportation or its equivalent to all students on an equal basis.

. May 1965

The Seattle School District again pursued the matter of providing transportation for students participating in transfer programs to reduce racial imbalance. On behalf of the School District, the King County Prosecutor requested the State Attorney General to issue an opinion on the matter. The Attorney General found the voluntary student transfer program to be constitutionally defensible and issued an opinion which in effect stated that Seattle could provide transportation and receive the approved level of state reimbursement for costs incurred in providing transportation for racial transfer students, even though it did not provide transportation for all other students.

. 1965-66

The District provided transportation for students transferring in the Building Utilization Mandatory Transfer Program and received state reimbursement of up to 90% of the cost. Although the State Attorney's opinion gave the School District the authority to provide free transportation for all students who

were transferring to reduce racial imbalance, the opinion came after the state biennium budget for school transportation had been approved. Therefore, no money was available for this purpose for two more years. Free transportation for VRT students was provided beginning with the 1967-68 school year.

. 1966-67

The minority racially imbalanced elementary schools, all of which were leaving schools for Black students, were involved in a program for Title I schools identified as "a voluntary transfer program designed to attain desirable class size." The District provided transportation for students who voluntarily transferred from these schools. The cost of transportation was paid out of federal funds from Title I of the Elementary and Secondary Education Act.

. 1966

A citizens' committee headed by Rabbi Levine privately raised funds to provide money for transportation for VRT students who were not provided free transportation under the "1966" program. These were mostly secondary students for whom the committee's funds were used to purchase city bus tokens or bus passes.

. 1967-68

This school year the District began providing transportation and receiving state reimbursement for all students, both voluntary and mandatory, who participated in programs to reduce racial imbalance. Elementary students were transported by chartered buses; junior and senior high school students were given bus passes to ride the regular city buses. Because of a series of problems related to junior high students riding the regular city buses, chartered bus transportation was provided for these students in 1970. Chartered bus service was not extended to senior high students until the fall of 1978 when The Seattle Plan was implemented.

. 1969

The District started providing transportation for voluntary and mandatory transfer students who participated in after-school activities, after receiving approval from the State Superintendent of Public Instruction. The State Supervisor of Inter-cultural Education, in a letter to the Seattle School District, stated:

> ...that public school students may be transported to and from school for extra-curricular activities if monies are available and that those students participating in either the mandatory or voluntary racial transfer programs are eligible for transportation under the following conditions:
>
> 1. If these activities are held in the school under school sponsorship.
>
> 2. If these activities are held in the school under outside agency sponsorship.
>
> 3. If these activities are held elsewhere and students are returned to the school for transportation home.

This transportation was eligible for state reimbursement.

. Transportation for Transfer Students and Parents to Participate in Evening Activities Held at Receiving Schools

Since 1971 when the Middle School Desegregation Plan was initiated, the District has allocated local District funds to pay the total cost of transporting students and parents to attend activities held in the evening at receiving schools. This transportation is not eligible for state reimbursement.

. Transportation for Transfer Students to Participate in Pre-Season Sports Practice at their Receiving Schools

Student transportation which takes place before or after the 180 day student school year is not eligible for state reimbursement. The District allocates funds in the budget each year to provide transportation for transfer students to participate in pre-season sports practice, which usually takes place during the two weeks before school opens in the fall.

Support Services for Desegregation

The Regular VRT Program was initiated in the fall of 1963. In the spring of 1964 the District appointed Robert Bass as Coordinator for Inter-group Relations to coordinate activities of the Seattle Schools' Inter-group Relations Committee and the Committee for Equal Educational Opportunity.

In August 1965 the Community Liaison Services Program and the Volunteer Services Program were established, funded by the District's federal Title I grant. Roberta Barr was appointed Coordinator of Community Liaison Services and Virginia Bigelow as Coordinator of Volunteer Services.

The responsibilities of the Coordinator of Community Liaison Services included the training, assignment and supervision of bus supervisors and home-school aides. The bus supervisors were half-time employees who only provided supervision on the buses carrying transfer students. The home-school aides were full-time employees who made home visits, provided bus supervision, lunchroom and playground supervision and other duties in the receiving schools.

The Coordinator of Volunteer Services had the responsibility for recruiting, assigning and supervising volunteer tutors in Title I schools and in schools receiving transfer students.

In January 1967 Superintendent Forbes Bottomly appointed Robert L. Williams as Assistant to the Superintendent for Inter-group Relations. He was a member of the Superintendent's Cabinet and served as Director of the newly established Department of Inter-group Relations. The Community Liaison Services and Volunteer Services programs were placed in this department.

During the 1968-69 school year the number of home-school aides was increased. These positions were funded by both Title I and by the Governor's Special Emergency Funds. The following year the programs and services supported by the Governor's Emergency Funds were funded by a grant from the newly established State Urban Racial Disadvantaged (URD) Program. This program later became the State Urban, Rural, Racial, Disadvantaged Program (URRD) which has continued through the years to provide funds which assisted Seattle in providing support services for desegregation programs.

Bus monitoring and home contact services were further expanded with the employment of para-professionals with federal Emergency Employment Act (EEA) funds. The EEA Program later became the Comprehensive Employment and Training Act (CETA).

In the summer of 1971 Superintendent Forbes Bottomly appointed the Citizens' Staff Human Relations Task Force. His charge to the Task Force was to "...review the District's present human relations programs and recommend guidelines for a comprehensive program in this area". In November 1971 the Task Force submitted the following recommendations to the Superintendent:

> We hereby recommend that there be created a Seattle School District Human Relations Department headed by a full-time director with cabinet status to identify, investigate, study and act on matters of human relations and human rights as they relate to race, religion, creed, culture and life style; to coordinate and evaluate existing human relations programs in all areas, continuing effective ones and eliminating ineffective ones, thus strengthening the total program; to design and implement new curricula and instructional programs to promote equality among staff, students and community; to present findings and recommendations to the Superintendent and Seattle School Board on those matters affecting human relations and human rights.
>
> We also recommend the establishment of a permanent multi-ethnic Citizens' Staff Advisory Committee to supervise the creation and the ongoing activities of a Department of Human Relations in the Seattle Public Schools District. Some members of the original ad hoc Citizens' Staff Task Force on Human Relations shall be a part of such a committee. We recommend that members serve for three years (staggered terms) for the purpose of planning, implementation and evaluation of these activities.
>
> We recommend the immediate establishment of such a committee.

Submitted with the recommendations were components of a human relations program which the Task Force felt were essential. They included:

- Staff human relations training - that all School District personnel be required to participate in a coordinated, comprehensive human relations program and that released time for staff human relations training be provided within the work day

and

- Textbooks and curriculum - establish a permanent, multi-ethnic reading panel to review, with District staff, the textbooks and instructional materials being used with the intent of determining the racial information and perspectives being presented

They suggested that the Human Relations Department initiate and provide leadership in the development of a multi-ethnic/multi-cultural educational curriculum that was relevant to the socio-cultural climate, with the objective of weaving human relations experience into the fabric of the K-12 curriculum, rather than making it a separate entity.

Rather than establishing a District Human Relations Department initially, a Human Relations Task Force, staffed by District personnel was formed at the beginning of the 1972-73 school year. In 1974-75 this Task Force became the Human Relations Services Department. The Task Force, and later the Department, had district-wide responsibility for planning and coordinating human relations programs, activities and services with and for School District personnel, students and parents. The following program units were established, each with a program unit coordinator:

Multi-Ethnic Curriculum
School/Community Liaison Services
Human Relations Inservice Training
Student-Parent Human Relations Activities
Training Trainers for Inter/Intra-group Conflict Resolution
Ethnic Cultural Heritage Program

These programs were funded from a number of sources: Title IV (CRA), URRD, Title VII ESAA, EEA, CETA and local District funds.

When The Seattle Plan for desegregation was implemented in the 1978-79 school year, the Human Relations Services Department was replaced by the Desegregation Services Department, which currently provides the desegregation support services described on pages 37-39.

CHAPTER THREE

DESEGREGATION ACTIVITIES
FROM THE MIDDLE SCHOOL DESEGREGATION PLAN
TO THE ADOPTION OF THE SEATTLE PLAN
1973 - 1978

Introduction

Several key developments strongly influenced the desegregation activities between 1973 and 1978. Probably most important was the steadily increasing number of minority segregated schools in the District. This, together with the fact that the number of students involved in voluntary transfers had leveled off, was responsible for increased pressure on the School Board to take stronger desegregation measures or face the possibility of court action. Within this setting, the Board and the administration, under the leadership of a new Superintendent, Loren Troxel, took several additional steps to strengthen and extend desegregation at the elementary and secondary school levels. These actions were characterized for the most part by their voluntary nature and were related to requirements for federal funding under the Emergency School Aid Act (ESAA).

School Board Resolution 1974-14

On June 12, 1974 the School Board approved Resolution 1974-14 which set forth several approaches to stem the trend toward increased segregation in many of the District schools. These included the following programs:

. Desegregation of Garfield High School

Efforts to desegregate Garfield focused on three major areas: instructional program change and development, facilities improvements, and changes in the student transfer policies as related to Garfield.

A number of program changes were made at Garfield in 1974-75. The result was a program generally comparable to that of other high schools, and in some respects a program that was exemplary in the School District. With the

construction of new science facilities, a strong science program was developed which eventually became the Science Magnet Program for the District. The rest of the academic program was enhanced, returning it to the quality program which traditionally existed at Garfield before the years of unrest. The vocational program was expanded, offering students many fine alternatives along with the academic program. Additions were made to the elective programs to make Garfield comparable to other high schools in that area as well. In general, the improvements provided a broad and comprehensive instructional program for all students who resided within the Garfield attendance area and for those who voluntarily transferred to Garfield.

The facilities improvements completed in the 1975-76 school year included a new Learning Resources Center, a new auditorium, improved and expanded science facilities, new music facilities, a physical education training room for girls, a new Commercial Foods Center and improved spaces for expanded vocational programs.

During the 60's and early 70's many of the White students living in the Garfield attendance area had been granted special transfers to other District high schools. Beginning with the 1974-75 school year transfer regulations of the District were more consistently applied so that students of high school age who were living in the Garfield attendance area attended Garfield, unless involved in the VRT Program. The elimination of such special transfers from Garfield to other high schools was tested in a court case, but the District position was upheld and the more consistent application of transfer policies continued. In the 1975-76 school year there was a significant increase in the number of White students attending Garfield.

As a result of these measures to desegregate Garfield the minority percentage at Garfield dropped significantly in the 1975-76 school year; the exodus of White students from the school leveled off and the number of White students increased significantly each year thereafter.

. Multi-Ethnic/Multi-Cultural Secondary Schools

Because of their population mobility and high minority percentage, Cleveland, Franklin and Rainier Beach high schools and Boren, Mercer and Sharples junior high/middle schools were identified as the first priority group for the purposes of this program. Funds were committed to programs and support services to enhance the drawing power and academic excellence in these schools in an effort to stabilize the student enrollments. Despite these actions, schools in this first priority group continued to become increasingly more segregated.

. Boundary Realignment Study

After preliminary investigation, boundary realignments were rejected by the administration and the School Board as an effective strategy for desegregation purposes.

. Continuation of the VRT Program

The VRT Program was continued as a part of the overall desegregation program of the School District.

. Paired Schools Program

Provision was made for each segregated elementary school in the 1974-75 school year to be paired with a school without a significant minority enrollment. Paired schools would develop frequent informal contacts between the two staffs, student bodies and parent groups. Planning for the 1975-76 school year projected the inclusion of multi-ethnic and multicultural exchanges involving teachers, students and families and shared educational experiences such as assemblies, field trips and short- and long-term student transfers.

The program was initiated in the 1973-74 school year, with eight pairs. It was expanded in 1974-75 and continued in 1975-76. One of the problems in setting up this program was that of arriving at an accepted definition of what constitutes a segregated school. The District established the criteria of a school being segregated if it had 40% or more of any one ethnic group. On the basis of that definition, 16 schools were included in the program for 1975-76. In 1976-77, however, the concentration of resources was shifted to the fourteen focus schools, and the Paired School Program was phased out.

Focus School Program, 1976-77

During the 1975-76 school year, planning for the Focus School Program took place. The purpose of this program was to increase voluntary racial transfers at the elementary level by concentrating resources in selected "Focus Schools" in order that higher quality, more diverse programs with better support services could be offered.

Fourteen schools were allocated mini-grants for such program improvement and for activities developed to attract VRT students. The Focus Schools for White students were:

Kimball	Minor	Whitworth
Leschi	Stevens	Wing Luke
Martin Luther King Early Childhood Education Center		

The Focus Schools for minority students were:

Coe	North Beach
Day	Seward
Fauntleroy	Wedgwood
Laurelhurst	

In terms of increasing participation in the VRT Program the Focus School Program was not successful. There was no appreciable change in racial composition of these schools. The total number of VRTs in the 14 schools increased from 189 in 1975-76 to 280 in 1976-77. The concentration of instructional resources, however, represented a step forward on the continuum by which the District moved from the largely unsuccessful Paired School Program to support of desegregation through the magnet programs in the 1977-78 school year.

District-wide Advisory Committee for Desegregation

The District-wide Advisory Committee for Desegregation (DWAC) had its origin in 1975. At that time there were four community advisory groups functioning in the area of desegregation. Each of these groups had been formed to support a particular area of desegregation such as a specific Title VII program or the VRT Program. None of the groups, however, was providing the necessary community input for effective planning and development of the broad District desegregation planning. To fill this need the Superintendent's Executive Committee approved a plan for a District advisory committee for desegregation. A charter was drawn up and community organizations were invited to select representatives. The first meeting was held in March of 1975. The group elected Dan Levant as its first chairperson. Regular meetings were held thereafter as the new advisory group provided key citizen involvement to the District's long-range desegregation planning.

In January 1977 Dan Levant resigned as Chairperson of the Committee. Superintendent David Moberly appointed Dr. Richard Andrews as his replacement. On recommendation of the Committee Dr. Moberly appointed a new Committee to serve under revised bylaws in June of 1977 and again appointed Dr. Andrews as the Chairperson.

During the summer and fall of 1977 DWAC was actively involved in the long-range planning process for a more comprehensive desegregation plan in accordance with the directives of Board Resolutions 1977-8 and 1977-9.

In the fall of 1977 DWAC participated in the community review of five alternative desegregation plans developed by the District planners. In early November of that year at a regular meeting, DWAC voted to recommend to the Superintendent adoption of a combination of the alternatives which called for mandatory desegregation with a voluntary backup.

After the School Board adopted The Seattle Plan on December 15, 1977, DWAC continued to serve as a community support group to assist in implementation of

the plan and as an advisory group to the Superintendent during the early years of the plan's operation. During these years DWAC made recommendations to the Superintendent in areas such as funding, human relations training, multi-ethnic curriculum, option programs and the monitoring process. DWAC members also participated in such activities as the parent/student review board for assignment appeals, the monitoring process and special ad hoc committees appointed by the Superintendent.

In the spring of 1979 Dr. Andrews resigned as Chairperson and Luther Lund was appointed to the position by Superintendent Moberly. The major focus of the group during the years 1979-81 was the development of a long-range desegregation plan that would adapt to the District's long-range facilities plan. During this period DWAC continued to provide the major citizen input and to advise the Superintendent on matters related to desegregation.

In March 1981 the Superintendent phased out DWAC as a District sponsored committee. Dr. Moberly was resigning from his position and desired to give the new Superintendent a free hand in developing his own community involvement system.

HEW Compliance

As the size of the minority teaching staff in the School District gradually increased, there was a tendency to assign greater numbers of minority teachers to minority impacted schools. As a result, many buildings in the city had no minority teachers or only token representation on their staff. In the spring of 1976 the School District agreed with the Office of Civil Rights, through a memorandum of understanding, to make an equitable distribution of minority teachers throughout the District and thereby desegregate the teaching staff. The equitable standard agreed upon for this purpose called for each building to have a minority percentage that fell within the range of from 75 to 125% of the District minority student percentage. Exceptions were made, only in certain critical minority categories, to ease the transition during the first year. This program later proved to be a strong support as the District moved to a more comprehensive program of student desegregation in 1978.

Creation of the Board Desegregation/Integration Committee - Spring 1976

During the 1975-76 school year there was very little progress made in desegregating the racially isolated schools in Seattle. By 1976 Seattle had 26 schools that were segregated, using the Board's definition (see page 39) of a racially segregated school adopted in May 1977. In the spring of 1976 the Board created a standing desegregation committee. As a result of the work of that committee, desegregation was given a high priority for the following school year. Goal number three of the Board's adopted goals for the 1976-77 school year was one of the strongest desegregation statements the Board had made to date:

> "It is the goal of the Seattle School District to accomplish the integration of all schools and programs through a concentrated effort on voluntary strategies, so long as such strategies prove effective, with the Board invoking mandatory strategies to obtain these ends only where voluntary approaches fail to establish integration within an acceptable time frame."

A second outcome of the Board Desegregation/Integration Committee was that of identifying desegregation of the Seattle School District as one of the chief goals that the new Superintendent, Dr. David Moberly, was hired to achieve.

Creation of the District Desegregation Planning Department

In the summer of 1976, with the help of a Title IV (CRA) grant and other grants from the U. S. Office of Education, the District established the Desegregation Planning Department and appointed Dr. William Maynard as Director. The Department was charged with the responsibility for developing plans for reducing racial imbalance in Seattle schools in the 1976-77 school year and for developing long-range plans to eliminate racial imbalance.

The Magnet Program

During the fall of 1976 the Desegregation Planning Department staff reviewed desegregation strategies which were being implemented in other school districts and, along with other administrators, visited some of the school districts which seemed to have effective desegregation programs.

By October the Desegregation Department staff began the planning of a magnet program approach to desegregation. Building principals were involved in developing a list of magnet programs they felt had the potential for attracting VRT students at the elementary school level. The Desegregation staff developed a list of potential magnet programs for secondary schools.

During November and December 1976 a series of meetings was held throughout the city for District staff and community groups on the need for desegregation and the legal implications of desegregation.

In February 1977 a survey was sent to students and parents to indicate preferences for the various magnet programs which had been proposed. With this final background data, the desegregation planners developed a plan for the establishment of the Magnet Programs to begin in September 1977. The School Board approved this plan on March 16, 1977 and directed the administration to proceed with the implementation.

When school opened in September 1977 there were 32 Magnet Programs placed in 27 schools. Six of the programs were total school Magnets in which all students enrolled in the school participated and the remainder were add-ons in which the Magnet Program served a specific segment of the students in a school with a regular School Program. In the add-on Magnet Programs the students generally spent at least one third of their time in the regular School Program. The Magnet Programs were supplementary to the Regular VRT Program and the Middle School Program which continued to function as a part of the over-all desegregation effort of the School District.

A number of schools with Magnet Programs improved racial distribution from that of the previous fall. In terms of impact on racial imbalance as defined in Board Resolution 1977-8, however, the schools which were racially imbalanced in 1976-77 remained racially imbalanced in 1977-78, with one additional school, Rainier View, being added to the list. While it appeared evident that the addition of magnet programs would not in itself desegregate the Seattle schools, there was supportive evidence that voluntary strategies, magnet and non-magnet, could be significant components of a more comprehensive desegregation plan. The Magnet Program focused attention on movement of students for the purpose of improving the instructional programs and, as such, helped to create a more conducive climate for the transfer of students from their neighborhood areas.

School Board Resolutions 1977-8 and 1977-9

In the spring of 1977 the Board was under greater pressure to develop a comprehensive mandatory desegregation plan than ever before. On April 20 the Seattle branch of NAACP filed a complaint with the Office of Civil Rights

alleging that the School Board had acted to further racial segregation in Seattle schools. In May the American Civil Liberties Union (ACLU) made a statement that the School District had to come up with a mandatory desegregation plan if it wanted to avoid a lawsuit. On June 14 the Church Council of Greater Seattle voted to go to court if not satisfied with the pace of the Seattle desegregation effort.

On June 8, 1977 the School Board passed two resolutions which set the direction for the development of a comprehensive desegregation program that would eliminate racial imbalance:

> Resolution 1977-8 (Exhibit 2, page 49) defined racial imbalance and set September 1979 as the time by which it would be eliminated. The Board further directed that at least half of the elimination of racial imbalance should occur in the 1977-78 school year.
>
> Resolution 1977-9 (Exhibit 3, page 51) directed the administration to develop educationally sound plans to achieve this elimination of racial imbalance. It specified that:
>
> > "The Magnet School Program, the Voluntary Racial Transfer Program, as well as other District developed desegregation programs, will continue as major components of the strategies."

On June 8, 1977 the Office of Civil Rights agreed to delay investigation of the matters raised by NAACP if the District would implement a mandatory plan by the fall of 1978. Later in June the ACLU Board of Directors voted to delay filing a desegregation lawsuit on the basis of specific conditions outlined to the Board.

Planning Stage of The Seattle Plan

During the summer of 1977, District planners were instructed by the School Board to develop alternative desegregation plans that, along with elimination of racial imbalance, incorporated equity of movement and preservation of ethnic identity.

Five model plans were developed as proposals for achieving the desegretagion goals. The fifth plan, the Triad Plan, was developed through the cooperative efforts of the Seattle Urban League and District planners. These were subjected to extensive review by both the District staff and by community representatives in the fall of 1977.

The first drafts of the planning models were submitted to the District-wide Advisory Committee for Desegregation on September 7 , 1977. This Committee was directed to analyze the advantages and disadvantages of each plan for the District administration by September 22. During this same time period the drafts received an internal District staff review. As a result of these reviews the five plans were refined and rewritten. These revisions were presented to the School Board and to the public on September 30, 1977. This was the first formal opportunity for the School Board and the Seattle community to review the plans.

A series of community meetings was then held beginning October 13 and ending

November 14 to provide opportunities for the public to become familiar with and comment upon each of the proposed plans. An explanation of the five plans and their impact on the community was presented at each meeting. District administrators were assisted by the PTSA, the District-wide Advisory Committee for Desegregation and the Urban League at each community meeting. Concurrently a variety of community and civic organizations formed committees to review the plans in detail and forward their recommendations to the District.

The District and community review and analysis processes led to the development of a final plan which incorporated key elements from each of the five models. On December 13, 1977 the School Board adopted this comprehensive desegregation plan which became known as The Seattle Plan.

CHAPTER FOUR

The Seattle Desegregation Plan: 1978-1981

Overview of the Plan

The Seattle Plan was designed as a comprehensive desegregation program to eliminate racially imbalanced schools in Seattle by the fall of 1979. In general, racial imbalance was to be eliminated through application of the following four components:

A. Zone Organization

The Seattle Plan divided the School District into three zones to assist in student movement, to structure program development and to maintain geographic identity. The zones were designed to achieve th elimination of racial imbalance in all minority-impacted schools and to maintain that status on an ongoing basis within each geographic area.

Zone I included the Ballard, Franklin, Ingraham and Queen Anne/McClure geographic attendance areas.

Zone II included the Garfield, Hale, Lincoln and Roosevelt geographic attendance areas.

Zone III included the Cleveland, Queen Anne/Blaine, Rainier Beach, Sealth and West Seattle geograpnic attendance areas.

B. Paired or Triaded Elementary Schools

To eliminate racially imbalanced elementary schools, the primary process was the pairing or triading of schools. Most minority imbalanced elementary schools were linked with predominantly majority elementary schools in pairs or triads using a change in grade structure as the student movement strategy. Generally, students were divided by grade level. For example, one school housed grades 1-3 and the other school housed grades 4-6. In the first year of the plan there were 15 such arrangements of pairs or triads involving a total of 36 elementary schools. Kindergarten students were exempted from the plan and remained in their neighborhood schools.

BEST COPY AVAILABLE

C. Assignment Patterns for Secondary Schools

Racial imbalance was eliminated in secondary schools through the use of school assignment patterns (feeder patterns). Elementary schools were assigned to junior high/middle schools and high schools within their zones according to established patterns which eliminated racial imbalance in the secondary schools as students progressed in grade level. Thus the key to a student's assignment was the elementary school area in which the student lived. This "home school area" determined student assignment at all grade levels. On the secondary level the new school assignment patterns applied only at the entering grade level during the initial 1978-79 school year. This "grandfathering" process permitted students at the higher grade levels to complete their work at the secondary school they were attending prior to the adoption of the Seattle Plan. Thus, the three year secondary schools took three years, and the four year secondary schools took four years to achieve full cycle desegregation.

D. Education Options

An important feature of the Seattle Plan was the provision for educational options. This provision allowed voluntary transfer from an assigned school to an option program or school if it were consistent with the Seattle Plan and if it contributed to racial balance at the sending and receiving schools. There were four types of transfers for educational options:

- The Option Program Transfer was available to students interested in one of the regular option programs described in the desegregation handbook.
- The Alternative Program Transfer was available to students interested in one of the alternative programs described in the desegregation handbook.
- The Individual Opportunity Transfer was available for elementary and middle/junior high school students who were seeking educational opportunities other than those listed in the booklet and not available in their assigned schools.
- The Voluntary Racial Transfer Program was available to senior high school students on the same basis as in past years. Students could apply for VRT transfers throughout the city if their transfers improved racial balance in both the sending and receiving schools.

Unique Features of the Plan

While the elimination of minority-imbalanced schools was the key goal of the Seattle Plan, there were other aspects of the Plan which also served the needs of the students involved.

A. Seattle became the first major city to adopt a comprehensive desegregation program voluntarily without a court order. By doing so the District maintained local control over its desegregation plan and was able to adopt and implement a plan which in the eyes of the District best met the needs of

BEST COPY AVAILABLE

Seattle students and the Seattle School District. The maintaining of local control drew suport from the Mayor's Office, the Chamber of Commerce the Municipal league, numerous agencies and groups, and from a number of community and political leaders. This broad community support became one of the key contributing factors to the peaceful manner in which the Seattle Plan went into effect in the fall of 1978.

B. When the Seattle Plan was adopted the established Voluntary Racial Transfer Program and the Magnet Programs were continued as integral parts of the Seattle Plan. Parents and students could continue to select these options, even over a mandatory assignment, if the voluntary option contributed to racial balance at the sending and receiving schools. The availability of such options made two important contributions to the Seattle desegregation plan: first, it helped to maintain the focus on strong instruction programs as a part of the long-range desegregation planning; second, the provision of options was undoubtably responsible for retaining many students in the Seattle school system who, without options, would have left the District or transferred to private or parochial schools.

C. One of the key features of the Seattle Plan was that of using neighborhood areas as the basic unit for reassignment rather than breaking up neighborhood groups by dispersing the students in different directions. For example, the students from the Muir Elementary area, regardless of racial background, were assigned to Broadview for grades 4-6 and the students from Broadview, in the same way, were all assigned to Muir for grades 1-3. In this manner, neighborhoods and peer groups had the opportunity to stay together rather than being dispersed in different directions from their neighborhood school area.

D. Equity between minority and majority students was a major criteria in the development of the Seattle Plan. Equity of years in and out of neighborhood, equity of length of bus trip and equity in terms of numbers of minority and majority students participating - all were carefully considered in the development of the original plan. While it was not possible to achieve full equity between majority and minority students in the initial years of the Plan, modifications were made to correct the inequitable situations as part of the planning for each new school year.

E. The Seattle Plan attempted to respect and preserve the racial identity of the many ethnic groups involved in the school reassignment process. This was achieved in part by not dispersing neighborhood student groups to several school locations. It was also achieved by limiting the mandatory assignment process to only that which was necessary to eliminate minority imbalanced schools. As a result, all students in the city tended to be in schools in which their own ethnic group was well represented.

Implementation and Operation of The Seattle Plan

A. Desegregation Services

BEST COPY AVAILABLE

The desegregation and human relations support services that had evolved since 1963 as an ongoing program in support of the different desegration programs were reorganized in the summer of 1977 under the name Desegregation Services Department. The new Department, headed by Roscoe Bass, included the following support services:

bus supervision
staff orientation
student orientation
conflict prevention and intervention
human relations inservice training
Human Relations Associates Program
multi-ethnic/multi-cultural training

- Bus Supervision: Supervision of buses was funded, beginning in the fall of 1977, through the federal CETA Program. These employees, known as Desegregation Affiliates, rode the buses with transfer students both to and from school. During the day they served the buildings in various support capacities under the supervision of the principals. Most elementary and junior high/middle school buses carrying transfer students had Desegregation Affiliates.

- Staff Orientation: Staff training programs were provided for the staff of all buildings involved in the desegregation program. Such programs occurred in the spring of each year and then again in September, just before school started. Emphasis was placed on multi-ethnic/multi-cultural programs and activities, inter-group relations, conflict resolution, and curriculum development to meet the needs of more diversified student groups.

- Student Orientation: All students who were scheduled to be involved in the desegregation program were involved in special orientation sessions during the spring of each year. These sessions were generally held in conjunction with visitations to the new schools the students would be attending.

- Conflict Prevention and Intervention: A team of specialists was organized to provide special services in all buildings in the area of conflict resolution. Emphasis was placed on the prevention aspects of the program. Conflict Prevention/Invervention teams visited buildings on request of the principal to conduct climate assessments, work with student or staff groups on human relations or conflict resolution issues, or to assist the building staff with a crisis situation.

- Human Relations Inservice Training: The human relations training week-long workshops, which the District had already developed as an ongoing program, were continued to accommodate those who had not had the training and those new to the District. With the beginning of the Seattle Plan in September 1978, all staff who hadn't already done so were encouraged to attend a human relations workshop, either in the spring of 1978 or during the next school year. A survey of the teaching staff of the city in the spring of 1979 indicated that at the end of the 1978-79 school year 80% of the elementary certificated staff, 68% of the junior high/middle school Certificated staff and 62% of the high school Certificated staff had completed the formal Human Relations Training Program of the District.

BEST COPY AVAILABLE

- Human Relations Associates: The Human Relations Associates (HRAs) were assigned to buildings where there was a special need for a resource person to work with students, organize activities and provide leadership in the area of human relations. By 1977 the HRAs were assigned mostly to secondary schools.

- Multi-Ethnic, Multi-Cultural Training: This program provided training to both staff and student groups to assist buildings in developing and using multi-ethnic/multi-cultural materials for instructional programs and school activities.

B. Contingency Planning

When the Seattle Desegregation Plan was adopted there was strong agreement and commitment within the School District, the Mayor's Office and many community groups and agencies that the violence, tension and confrontation which took place when mandatory desegregation was implemented in many other large cities must not occur in Seattle. Throughout the spring and summer of 1978, representatives from the School District, city government and many other concerned community groups met as a task force to develop a plan to achieve the peaceful and smooth implementation of the Seattle Plan and to be prepared to respond to any crisis that might develop. At the same time extensive planning was done within the School District to develop contingency plans for the opening of school on both the district-wide and individual building levels.

When school opened in the fall of 1978, the first year of comprehensive desegregation in Seattle, there was not a single incident of violence or confrontation.

While the issue of desegregation remained a controversial one, most people in Seattle preferred to see the issues decided in the courts and wanted to avoid disruption and incidents which threatened the safety of school children. It was apparent that the District and the city-wide task force had been successful in developing a plan which reflected this attitude and spirit and achieved a smooth and peaceful opening of school that first year of comprehensive desegregation.

C. Progress Toward the Goal of Eliminating Minority Imbalanced Schools

School Board Resolution 1977-8 defined racial imbalance in a school as:

> ...the situation that exists when the combined minority student enrollment in a school exceeds the District-wide combined minority average by 20 percentage points, provided that the single minority enrollment (as defined by current federal categories) of no school will exceed 50 percent of the student body.

The resulting percentage cutoff points for racial imbalance for the year before the Seattle Plan and for the next three years of the Plan's operation are listed below:

BEST COPY AVAILABLE

1977-78	54.7%
1978-79	57.3%
1979-81	59.8%
1980-81	63.5%

In the fall of 1977, the year before the Seattle Plan became operative, there were 26 schools (19 elementary, 3 middle/junior high and 4 high schools) that exceeded the District combined minority percentage by 20 points or more and were classified by Board Resolution 1977-8 as racially imbalanced:

Beacon Hill	Hawthorne	Van Asselt	Cleveland
Brighton	High Point	Whitworth	Franklin
Colman	Kimball	Wing Luke	Garfield
Columbia	King		Rainier Beach
Dearborn Park	Leschi		
Dunlap	Minor	Mercer	
Gatzert	Muir	Sharples	
Graham Hill	Rainier View	South Shore	

By the fall of 1978, the first year of the Seattle Plan, the number of racially imbalanced schools had been reduced to 15 (9 elementary, 3 middle/junior high and 3 high schools):

Colman	Madrona	Mercer	Cleveland
Columbia	Maple	Sharples	Franklin
Dearborn Park	Minor	Washington	Garfield
Kimball	Rainier View		
----------	Van Asselt		

By the fall of 1979 a further reduction brought the number of racially imbalanced schools to 5 elementary schools:

Columbia	62.9%
Dunlap	61.3%
Rainier View	60.6%
Brighton	60.5%
Emerson	59.9%

Cleveland and Franklin high schools were above the 59.8% cutoff point but, by using only the two grade levels that had been desegregated, both schools were in compliance. Franklin had 52.1% combined minority percentage, and Cleveland 59.1%.

In the fall of 1980 only one school, Cleveland, exceeded the 63.5% cutoff point for a racially imbalanced school. Cleveland was so close to compliance that one or two majority or minority students, more or less, would have placed the school in compliance and provided the District with 100% compliance for the fall of 1980.

BEST COPY AVAILABLE

D. Legal Challenges to the Seattle Plan

In the fall of 1978 Initiative 350 was placed on the state ballot. The measure would prohibit school authorities from assigning a student to other than the school "nearest or next nearest" a student's home, except in cases of Special Education, health or safety hazards, physical barriers or overcrowding. Nearly all common desegregation strategies were specifically prohibited. The measure would clearly prevent the Seattle School District from continuing to transport students to achieve racial balance under the Seattle Desegregation Plan. The initiative was passed by the voters in the November election and on November 30, 1978, at the request of the Seattle School District, Judge Donald Voorhees issued a temporary restraining order preventing the implementation of Iniative 350 until its legal status could be reviewed in the Federal District Court.

On June 15, 1978 Judge Voorhees issued an opinion that Initiative 350 was unconstitutional on several grounds, including permitting busing for non-racial reasons while forbidding it for racial reasons. This decision was appealed by the sponsoring group for Initiative 350, Citizens for Voluntary Integration Committee (CiVIC), and the State of Washington to the Federal Ninth Circuit Court of Appeals. In December 1980 the Appeals Court upheld the District Court's decision. A further appeal to the U. S. Supreme Court by the State of Washington is currently in process.

A second effort to terminate the Seattle Desegregation Plan was launched in the 1981 State Legislature by House Bill 711, which was passed by both houses and allowed to become law by Governor Spellman without his signature. If enforced the law would impede the Seattle Desegregation Plan by cutting off state reimbursement of student transportation for desegregation as of September 1982. The Seattle School District responded by filing a lawsuit in the Federal District Court of Judge Jack Tanner. On September 3, 1981 he ruled that House Bill 711 was unconstitutional.

E. Facilities/Desegregation Planning and the Development of a Three Year (1981-84) Plan

As the impact of enrollment decline and reduced financial resources set in after the mid-1960's, it was evident to the Seattle School District that there was a need for long-range facilities planning and eventual facilities consolidation. In August 1978, as the Seattle Desegregation Plan was about to become operational, a District Planning Commission was set up for the purpose of long-range facilities planning. On the basis of recommendations from this Commission, and extensive study by the District facilities planners, the Superintendent proposed (in December 1979) a long-range facilities plan based upon a K-6, 7-8, 9-12 grade configuration. During the spring of 1980 the Board decided also to consider a facilities plan based upon a K-5, 6-8, 9-12 grade configuration and instructed the administration to develop a three year 1981-84 facilities/desegregation implementation schedule for both the K-5 and K-6 proposals.

At this point desegregation planners and facilities planners worked jointly to coordinate their efforts in developing the three year facilities/desegre-

BEST COPY AVAILABLE

gation plans - one for a K-6, one for a K-5 grade configuration. The coordinated planning activity continued throughout the summer and fall of 1980. Community review, alternative plans and an environmental impact statement were all a part of the process. Finally in February 1981 the Board adopted Resolutions 1981-4 and 1981-5 which established the District's long-range facilities/desegregation plan.

The new three year plan called for the closing of 10 elementary schools, 2 middle schools and 2 high schools at the end of the 1980-81 school year, with 3 or 4 additional closures during the remainder of the three year period. A basic K-6, 7-8, 9-12 grade configuration was adopted for the District, with the retention of the K-5, 6-8, 9-12 grade configuration for schools involved with the 6-8 centers already in use. The basic structure of the Seattle desegregation plan was maintained. Modifications to pairs and triads and feeder patterns were made as required to adapt to the school closures. Some changes in feeder patterns were also made at the secondary level to ensure racial balance during the three year period.

BEST COPY AVAILABLE

CHAPTER FIVE

Trends in Enrollment and Racial Distribution of Students in Seattle Public Schools for Years Related to the Implementation of Desegregation Plans and Programs

Source of Enrollment Data Used:

Seattle Public Schools Annual
Racial Distribution of Students
Staff Reports

Table II, pages 53-65, shows the total enrollment count and racial distribution in all schools for selected years related to desegregation plans and programs:

1964-65 - the year following initiation of the 1963 Voluntary Racial Transfer Program

1970-71 - the year before the voluntary transfer component of the Middle School Desegregation Plan was implemented

1977-78 - the year before the Seattle Plan for desegregation was implemented

1978-79 to 1980-81 - the first three years of the Seattle Plan

Table III, page 67 - a comparison between the minority percentages in the 26 schools which were racially imbalanced (more than 54.7% minority) in 1977-78 and the minority percentages in 1980-81 for these schools. The percentages include kindergarten, which is not included for racial balance compliance under the Seattle Plan.

The combined minority percentage declined in all 26 schools - significantly in most of them. By 1980-81 the District-wide minority percentage was 43.5%, making any school with more than 63.5% (20% above the district average) racially imbalanced. Excluding kindergarten, no elementary school was racially imbalanced; only one secondary school, Cleveland High School, was racially imbalanced (only marginally at 63.9%).

BEST COPY AVAILABLE

Kimball, King and Whitworth were not paired or triaded - they became racially balanced as a result of the numbers of white students who voluntarily transferred to them for their option programs.

Table IV, page 68, shows the enrollment decline in Seattle Public Schools from 1964 to 1980. During this 17 year period the enrollment dropped from 94,295 to 48,415. This was a decline of 45,880 (48.7%). The largest drop in enrollment occurred between the 1970-71 and 1971-72 school years, when the enrollment declined from 84,669 to 79,626 (5,043 students, a 6% decline). That year white enrollment dropped 6,119 (7.2%) and minority enrollment increased 1,076 (6.4%). The Middle School Desegregation Plan was to have been implemented in September 1971 but, because of a court order which prohibited the School District from implementing the mandatory transfer component of the plan, only the voluntary transfer component was implemented. Also, the large Boeing employee layoff was occurring in 1970. These two events may have been the influencing factors in this larger than usual decline in enrollment.

The largest percentage drop in enrollment was between the 1977-78 and 1978-79 (the year the Seattle Plan was implemented). This decline was from 58,353 students to 54,160 (4,193 students, -7.2%). The white enrollment dropped from 38.120 to 33,943 (4,177 students, -10.9%). There was also a drop in minority enrollment, but it was less than 1%.

Table V, page 69 - comparison of the change in the total enrollment count and white/minority change for the three years prior to implementation of the Seattle Plan for desegregation and the first three years of the Plan. An analysis of the data in this table shows:

During the three year period before the Seattle Plan went into effect, total enrollment dropped 10,672 (15.5%):

White enrollment dropped 11,730 (23.5%)
Minority enrollment increased 1,058 (5.2%)

The average annual rate of change for this 3-year period was a drop in enrollment of 3,557 per year (5.2%):

White enrollment dropped 3,910 per year (7.8%)
Minority enrollment increased 840 (9.6%)

During the first three years of the Seattle Plan total enrollment dropped 9,930 (17.0%):

White enrollment dropped 10,778 (28.3%)
Minority enrollment increased 840 (9.6%)

The average annual rate of change for this 3-year period was a drop in enrollment of 3,313 per year (5.7%):

BEST COPY AVAILABLE

White enrollment dropped 3,593 per year (9.4%)
Minority enrollment increased 280 per year (3.2%)

This comparison of enrollment change which occurred during the three years prior to the Seattle Plan, and during the first three years of the Plan, shows there was very little difference in rate of decline in total enrollment or the white enrollment, or in the increase of minority students. The decline in white enrollment increased from 8.7% the year before the Seattle Plan to 10.9% when the Plan went into effect in September 1978. The rate of white enrollment decline has decreased slightly over the past two years: 10.5% in 1979-80 and 10.0% in 1980-81.

Table VI, page 70, shows enrollment changes in the 38 elementary schools which have been involved in mandatory busing under the Seattle Plan. Table VII shows the 40 elementary schools which have not been involved in mandatory busing

Table VI lists the 38 schools which were paired or triaded - to which students were mandatorily bused. This group of schools includes the Colman, Green Lake, Ravenna triad, which was dissolved because the clustering of these three schools did not have the potential of bringing about racial balance at Colman. Colman was closed as an elementary school and Green Lake and Ravenna reverted to K-5 elementary schools.

This list of schools also does not include Briarcliff and Hawthorne, because they are not a true pair. Hawthorne was closed as an unsafe facility to house students and the students were mandatorily transferred to Briarcliff. Briarcliff area students have not been involved in mandatory busing.

The 38 schools which were involved in mandatory busing had a total decline in enrollment of 3,978 (28.1%) with a white decline of 3,186 (39.4%) and a minority decline of 792 (13.1%). A significant factor in these declines was the voluntary transfer of many students from these 38 schools to other schools, and transfers related to changes in grade configuration.

Table VII, page 71, shows that the 40 schools which were not involved in mandatory busing had a total increase in enrollment of 128 (1.0%) with a white decline of 1,144 (12.9%) and an increase in minority enrollment of 1,272 (24.4%). The increase in minority enrollment in these schools included 788 students who were not residents of these attendance areas but were enrolled in bilingual programs which were located in these schools.

In summary, the schools involved in mandatory busing lost 28.1% of their students (which included a loss of 39.4% white students and a loss of 13.1% minority students). The schools which were not involved in mandatory busing had a minor increase in total enrollment of 1.0% - compared to the 28.1% decline in enrollment in the schools involved in mandatory busing. The white enrollment in schools not involved in mandatory busing declined 12.9% - compared to 39.4% in schools involved in mandatory busing, while the minority enrollment declined 13.1% in mandatorily bused schools and increased 24.4% in schools not involved in mandatory busing.

BEST COPY AVAILABLE

This comparison seems to indicate, supported by Student Placement Department records, that a significant number of White students in schools involved in mandatory busing have been enrolling in option programs in schools not involved in mandatory busing such as Kimball, King and Whitworth and in the four alternative schools at Latona, Old Maple, Summit (K-12) and University Heights.

Exhibit 1

CENTRAL AREA MOTIVATION PROGRAM - CENTER
1139-17th Avenue, Seattle, Washington 98122 EA3-2824

July 5, 1967

Dear Parent:

You have received literature from the Seattle Public Schools describing a program of voluntary transfers for youngsters from our area which would be paid for by the school system. This transportation will also be by chartered bus with chaperones on each bus.

We strongly urge that you as a parent will allow your children to take part in this program. We urge this for several reasons: 1. We feel that it is indispensable to the future health and well-being of every citizen of Seattle, and particularly minority group persons, to have the maximum personal relationships with other groups if those minority group children are to grow up to take their place confidently in the larger society; and 2. Studies in Seattle and elsewhere definitely show that minority group children learn better and become more motivated when they attend schools with children from all other backgrounds.

Some of us have worked extremely hard to bring about a paid transportation program for our youth, and it is up to our community now to support the program by volunteering to transfer our children. The Seattle Public Schools have agreed with us to provide persons from the Central Area community, on a paid basis, to act as "home-school coordinators" in the school to which your child would be transferred. We will try to hire parents of transfer students as home-school coordinators to provide a receptive atmosphere and fair treatment for all students. We have also been assured that bright children as well as "slow learning" children will receive the same kind of attention as they would receive at the schools from which they transfer. We know that many parents are concerned about procedure in the case of child's illness at school. Plans are made which provide for free transportation of the child to his home in the case of emergencies.

If you have any further questions about this program and its operation, please feel free to call us at the number above. We do hope you will take part in the program so that Seattle can be one of the first school systems nationwide that solves this problem before it gets out of hand as it has in such communities as Watts, Chicago's South Side, and Harlem.

John H. Adams, Chairman, Central Area Committee on Civil Rights

Samuel B. McKinney, Chairman, Seattle Opportunities Industrialization Center

Andrew Young, President, Seattle Chapter, NAACP

Walter R. Hundley, Executive Director, Central Area Motivation Program-Center

Charles V. Johnson, President, Northwest Area NAACP

Edwin T. Pratt, Executive Director, Seattle Urban League

John Cornethan, Chairman, Seattle CORE

BEST COPY AVAILABLE

RESOLUTION 1977-8

DEFINITION OF RACIAL IMBALANCE AND 1978-79 AND 1979-80 PERCENTAGE GOALS RESULTING IN THE ELIMINATION OF RACIAL IMBALANCE

WHEREAS, the Board of Directors of Seattle School District No. 1 has found that the best interests of the children of Seattle School District No. 1 will be served by providing all school children with the opportunity for a quality multiracial education; and

WHEREAS, the Seattle School District has for a number of years worked to improve racial balance in the schools and to provide a multiracial balance in the schools and to provide the opportunity of a multiracial educational environment for all children during their educational careers; and

WHEREAS, the Board of Directors affirms its policy to work toward a multiracial educational system by whatever just, reasonable, and educationally sound means are available to it; and

WHEREAS, the Board of Directors is cognizant and appreciative of the strong and united community support for the above described efforts; now, therefore,

BE IT RESOLVED THAT:

1. The Seattle School District No. 1 will eliminate racial imbalance in Seattle Public Schools by the beginning of the 1979-80 school year. Any school exceptions, necessitated by unique program requirements, will only be for educationally sound reasons. These will be documented and approved by the Superintendent on a case-by-case basis, and submitted to the Board for ratification.

2. Racial imbalance is defined as the situation that exists when the combined minority student enrollment in a school exceeds the District-wide combined minority average by 20 percentage points, provided that the single minority enrollment (as defined by current federal categories) of no school will exceed 50 percent of the student body.

3. Racial imbalance will be eliminated by the use of educationally sound strategies.

4. The elimination of racial imbalance will be planned and implemented so that at least one-half of the elimination occurs in the 1978-79 school year. During the 1978-79 school year, this goal will be achieved by eliminating racial imbalance in at least 50 percent of those schools identified as racially imbalanced; or by reducing racial imbalance by one-half in all schools identified as racially imbalanced; or by a combination of these measures.

(over)

ATTACHMENT 1

 BEST COPY AVAILABLE

RESOLUTION 1977-8
Page 2

5. The commitment and definition contained herein is controlling over other commitments and/or definitions which might be construed as inconsistent with this Resolution.

Adopted this 8 day of June, 1977.

Don Olson, President

Suzanne Hittman, Member

Patt Sutton, Vice President

Dorothy Hollingsworth, Member

Richard Alexander, Member

Ellen Roe, Member

Cheryl Bleakney, Member

ATTEST:
David L. Moberly, Secretary
Board of Directors
Seattle School District No. 1
King County, Washington

BEST COPY AVAILABLE

Exhibit 3

RESOLUTION 1977-9

PLANNING FOR THE ELIMINATION OF RACIAL IMBALANCE

WHEREAS, the Board of Directors of Seattle School District No. 1 has, in Resolution 1977-8, resolved to eliminate racial imbalance in Seattle Public Schools by the beginning of the 1979-80 school year; and

WHEREAS, the Board of Directors is committed to achieving this goal by educationally sound strategies; and

WHEREAS, the Board of Directors recognizes that the development and implementation of methods that are in the best interests of children within the District require thorough and adequate planning; and

WHEREAS, the Board of Directors believes that the development of sound and responsible plans will increase community support for the District's efforts; now, therefore,

BE IT RESOLVED THAT:

1. The Seattle School District administration is directed to develop educationally sound plans to be used to eliminate racial imbalance in Seattle Public Schools by the beginning of the 1979-80 school year. The Magnet School Program, the Voluntary Racial Transfer Program, as well as other District-developed desegregation programs, will continue as major components of these strategies. Additional strategies, e.g., facility closures, boundary realignments, and pairing, clustering, or zoning, are to be used as necessary to achieve this goal upon Board approval.

2. A structure and timetable for developing these plans be brought to the Board for its adoption during July, 1977.

3. This structure and timetable should at least include the following considerations: an estimate of the personnel and financial resources needed to plan educationally sound strategies; the possibility of interagency cooperation in planning, either through direct involvement or as expert resources; citizen and community involvement in the planning process; and a continuing public information process.

4. In developing the strategies to be used to eliminate racial imbalance, the mandatory strategy of random reassignment by computer is not to be used in isolation from educationally sound strategies. All other strategies are appropriate for consideration.

5. The plans to eliminate racial imbalance be comprehensive and system-wide, and include a recommendation regarding integrating the current middle school desegregation program into them.

(over)

BEST COPY AVAILABLE

6. The plans indicate the extent to which racial imbalance will be eliminated by the various strategies and, if necessary, which and when supplemental actions will be used to achieve these goals.

7. The plans reflect the unique aspects of the Seattle School District, including the multiracial and multicultural composition of schools.

8. The plans developed be presented to the Board no later than October 1, 1977, so that there may be public hearings prior to final Board action.

9. The Board be provided a progress report on planning activities at least on a monthly basis which is to include identification of potential problem areas.

10. By December 15, 1977, the Board will select the comprehensive plan containing specific strategies and implementation timetable to be used to eliminate racial imbalance by the beginning of the 1979-80 school year.

Adopted this 8 day of June, 1977.

Don Olson, President

Suzanne Hittman, Member

Patt Sutton, Vice President

Dorothy Hollingsworth, Member

Richard Alexander, Member

absent
Ellen Roe, Member

Cheryl Bleakney, Member

ATTEST: David L. Moberly
David L. Moberly, Secretary
Board of Directors
Seattle School District No. 1
King County, Washington

BEST COPY AVAILABLE

TABLE II

Total Enrollment and Racial Distribution for all Schools in Selected Years

	Total	White	Total Minority	Black	Other Minority
ELEMENTARY SCHOOLS					
Adams					
1964-65	644	610 (94.7%)	34 (5.3%)	-0-	34 (5.3%)
1970-71	531	494 (93.0%)	37 (7.0%)	-0-	37 (7.0%)
1977-78	345	274 (79.4%)	71 (20.6%)	12 (3.5%)	59 (14.2%)
1978-79	351	276 (78.6%)	75 (21.4%)	11 (3.1%)	64 (18.3%)
1979-80	459	381 (83.0%)	78 (17.0%)	11 (2.4%)	67 (14.6%)
1980-81	410	330 (80.5%)	80 (19.5%)	9 (2.2%)	71 (17.3%)
1981-82					
Allen					
1964-65	571	553 (96.8%)	18 (3.2%)	8 (1.4%)	10 (1.8%)
1970-71	542	508 (93.7%)	34 (6.3%)	6 (1.1%)	28 (5.2%)
1977-78	320	272 (85.0%)	48 (15.0%)	8 (2.5%)	40 (12.5%)
1978-79	292	236 (80.8%)	56 (19.2%)	27 (9.2%)	29 (10.0%)
1979-80	306	218 (71.2%)	88 (28.8%)	49 (16.0%)	39 (12.8%)
1980-81	294	210 (71.4%)	84 (28.6%)	40 (13.6%)	44 (15.0%)
1981-82					
Bagley					
1964-65	559	535 (95.7%)	24 (4.3%)	3 (0.5%)	21 (3.8%)
1970-71	585	560 (95.7%)	25 (4.3%)	5 (0.9%)	20 (3.4%)
1977-78	245	210 (85.7%)	35 (14.3%)	7 (2.9%)	28 (11.4%)
1978-79	278	228 (82.0%)	50 (18.0%)	16 (5.8%)	34 (12.2%)
1979-80	264	203 (76.9%)	61 (23.1%)	21 (8.0%)	40 (15.1%)
1980-81	249	189 (75.9%)	60 (24.1%)	20 (8.0%)	40 (16.1%)
1981-82					
Briarcliff					
1964-65	469	462 (98.5%)	7 (1.5%)	1 (0.2%)	6 (1.3%)
1970-71	374	372 (99.5%)	2 (0.5%)	-0-	2 (0.5%)
1977-78	339	301 (88.8%)	38 (11.2%)	1 (0.3%)	37 (10.9%)
1978-79	294	180 (61.2%)	114 (38.8%)	64 (21.6%)	50 (17.0%)
1979-80	270	165 (61.1%)	105 (38.9%)	51 (18.9%)	54 (20.0%)
1980-81	235	145 (61.7%)	90 (38.3%)	46 (19.6%)	44 (18.7%)
1981-82					

	Total	White	Total Minority	Black	Other Minority
Alki					
1964-65	424	409 (96.5%)	15 (3.5%)	3 (0.7%)	12 (2.8%)
1970-71	379	367 (96.8%)	12 (3.2%)	2 (0.5%)	10 (2.7%)
1977-78	255	176 (69.0%)	79 (31.0%)	47 (18.4%)	32 (12.6%)
1978-79	340	224 (65.9%)	116 (34.1%)	79 (23.2%)	37 (10.9%)
1979-80	332	202 (60.8%)	130 (39.2%)	85 (25.6%)	45 (13.6%)
1980-81	334	184 (55.1%)	150 (44.9%)	99 (29.6%)	51 (12.3%)
1981-82					
Arbor Heights					
1964-65	782	768 (98.2%)	14 (1.8%)	-0-	14 (1.8%)
1970-71	755	736 (97.5%)	19 (2.5%)	6 (0.8%)	13 (1.7%)
1977-78	494	438 (88.7%)	56 (11.3%)	13 (2.6%)	43 (8.7%)
1978-79	398	241 (60.6%)	157 (39.4%)	80 (20.1%)	77 (19.3%)
1979-80	368	227 (61.7%)	141 (38.3%)	65 (17.7%)	76 (20.6%)
1980-81	307	176 (57.3%)	131 (42.7%)	65 (21.2%)	66 (21.5%)
1981-82					
Beacon Hill					
1964-65	746	254 (34.0%)	492 (66.0%)	88 (11.8%)	404 (54.2%)
1970-71	687	153 (22.3%)	534 (77.7%)	129 (18.8%)	405 (58.9%)
1977-78	367	59 (16.1%)	308 (83.9%)	62 (16.9%)	246 (67.0%)
1978-79	321	139 (43.3%)	182 (56.7%)	47 (14.6%)	135 (42.1%)
1979-80	363	175 (48.2%)	188 (51.8%)	52 (14.3%)	136 (37.5%)
1980-81	405	191 (47.2%)	214 (52.8%)	57 (14.1%)	157 (38.7%)
1981-82					
Brighton					
1964-65	655	471 (71.9%)	184 (18.1%)	86 (13.1%)	98 (15.0%)
1970-71	641	326 (50.9%)	315 (49.1%)	179 (27.9%)	136 (21.2%)
1977-78	380	61 (16.1%)	319 (83.9%)	169 (44.5%)	150 (39.4%)
1978-79	310	130 (41.9%)	180 (58.1%)	93 (30.0%)	87 (28.1%)
1979-80	286	100 (35.0%)	186 (65.0%)	102 (35.7%)	84 (29.3%)
1980-81	276	98 (35.5%)	178 (64.5%)	94 (34.1%)	84 (30.4%)
1981-82					

BEST COPY AVAILABLE

	Total	White	Total Minority	Black	Other Minority
Broadview					
1964-65	1,033	1,020 (98.7%)	12 (1.3%)	2 (0.2%)	11 (1.1%)
1970-71	872	816 (93.6%)	56 (6.4%)	50 (5.8%)	6 (0.6%)
1977-78	546	464 (85.0%)	82 (15.0%)	40 (7.3%)	42 (7.7%)
1978-79	488	295 (60.5%)	193 (39.5%)	145 (29.7%)	48 (9.8%)
1979-80	435	246 (56.6%)	189 (43.4%)	144 (33.1%)	45 (10.3%)
1980-81	389	204 (52.4%)	185 (47.6%)	141 (36.2%)	44 (11.4%)
1981-82					
Cedar Park					
1964-65	325	320 (98.5%)	5 (1.5%)	-0-	5 (1.5%)
1970-71	332	303 (91.3%)	29 (8.7%)	24 (7.2%)	5 (1.5%)
1977-78	196	181 (92.3%)	15 (7.7%)	2 (1.0%)	13 (6.7%)
1978-79	183	170 (92.9%)	13 (7.1%)	-0-	13 (7.1%)
1979-80	160	135 (84.4%)	25 (15.6%)	2 (1.3%)	23 (14.3%)
1980-81	210	109 (51.9%)	101 (48.1%)	5 (2.4%)	96 (45.7%)
1981-82					
Colman					
1964-65	621	60 (9.7%)	561 (90.3%)	481 (77.4%)	80 (12.9%)
1970-71	374	21 (5.6%)	353 (94.4%)	319 (85.3%)	34 (9.1%)
1977-78	293	25 (8.5%)	268 (91.5%)	241 82.3%)	27 (9.2%)
1978-79	198	52 (26.3%)	146 (73.7%)	130 (65.7%)	16 (8.0%)
1979-80		closed as elementary			
1980-81					
1981-82					
Concord					
1964-65	409	395 (96.6%)	14 (3.4%)	-0-	14 (3.4%)
1970-71	365	339 (92.9%)	26 (7.1%)	9 (2.5%)	17 (4.6%)
1977-78	183	130 (71.0%)	53 (29.0%)	2 (1.1%)	51 (27.9%)
1978-79	205	147 (71.7%)	58 (28.3%)	3 (1.5%)	55 (26.8%)
1979-80	210	149 (71.0%)	61 (29.0%)	5 (2.4%)	56 (26.6%)
1980-81	217	145 (66.8%)	72 (33.2%)	11 (5.1%)	61 (28.1%)
1981-82					
Crown Hill					
1964-65	518	512 (98.8%)	6 (1.2%)	-0-	6 (1.2%)
1970-71	420	397 (94.5%)	23 (5.5%)	19 (4.6%)	4 (0.9%)
1977-78	236	224 (94.9%)	12 (5.1%)	1 (0.4%)	11 (4.7%)
1978-79	237	221 (93.2%)	16 (6.8%)	1 (0.4%)	15 (6.4%)
1979-80		closed			
1980-81					
1981-82					

BEST COPY AVAILABLE

	Total	White	Total Minority	Black	Other Minority
Bryant					
1964-65	927	880 (94.9%)	47 (5.1%)	25 (2.7%)	22 (2.4%)
1970-71	778	688 (88.4%)	90 (11.6%)	57 (7.4%)	33 (4.2%)
1977-78	348	301 (86.5%)	47 (13.5%)	24 (6.9%)	23 (6.6%)
1978-79	182	89 (48.9%)	93 (51.1%)	64 (35.2%)	29 (15.8%)
1979-80	184	98 (53.3%)	86 (46.7%)	60 (32.6%)	26 (14.1%)
1980-81	152	65 (42.8%)	87 (57.2%)	62 (40.8%)	25 (16.4%)
1981-82					
Coe					
1964-65	496	488 (98.4%)	8 (1.6%)	-0-	8 (1.6%)
1970-71	475	444 (93.5%)	31 (6.5%)	2 (0.4%)	29 (6.1%)
1977-78	385	306 (79.5%)	79 (20.5%)	28 (7.3%)	51 (13.2%)
1978-79	414	277 (66.9%)	137 (33.1%)	46 (11.1%)	91 (22.0%)
1979-80	488	275 (56.4%)	213 (43.6%)	59 (12.1%)	154 (31.5%)
1980-81	464	231 (49.8%)	233 (50.2%)	43 (9.3%)	190 (40.9%)
1981-82					
Columbia					
1964-65	740	448 (60.5%)	292 (39.5%)	163 (22.0%)	129 (17.5%)
1970-71	680	282 (41.5%)	398 (58.5%)	257 (37.8%)	141 (20.7%)
1977-78	332	58 (17.5%)	274 (82.5%)	187 (56.3%)	87 (26.2%)
1978-79	222	77 (34.7%)	145 (65.3%)	107 (48.2%)	38 (17.1%)
1979-80	232	76 (32.8%)	156 (67.2%)	125 (53.9%)	31 (13.3%)
1980-81	238	79 (33.2%)	159 (66.8%)	122 (51.3%)	37 (15.5%)
1981-82					
Cooper					
1964-65	636	578 (90.9%)	58 (9.1%)	21 (3.3%)	37 (5.8%)
1970-71	501	432 (86.2%)	69 (13.8%)	24 (4.8%)	45 (9.0%)
1977-78	326	227 (69.6%)	99 (30.4%)	20 (6.1%)	79 (24.3%)
1978-79	437	269 (61.6%)	168 (38.4%)	46 (10.5%)	122 (27.9%)
1979-80	438	257 (58.7%)	181 (41.3%)	51 (11.6%)	130 (29.7%)
1980-81	394	225 (57.1%)	169 (42.9%)	41 (10.4%)	128 (32.5%)
1981-82					
Day					
1964-65	674	627 (93.0%)	47 (7.0%)	4 (0.6%)	43 (6.4%)
1970-71	645	526 (81.5%)	119 (18.5%)	83 (12.9%)	36 (5.6%)
1977-78	359	235 (65.5%)	124 (34.5%)	63 (17.5%)	61 (17.0%)
1978-79	247	144 (58.3%)	103 (41.7%)	56 (22.7%)	47 (19.0%)
1979-80	209	118 (56.5%)	91 (43.5%)	56 (26.8%)	35 (16.7%)
1980-81	171	103 (60.2%)	68 (39.8%)	35 (20.5%)	33 (19.3%)
1981-82					

	Total	White	Total Minority	Black	Other Minority
Dearborn Park					
1964-65					
1970-71		New School, 1971-72			
1977-78	442	97 (21.9%)	345 (78.0%)	157 (35.5%)	188 (42.5%)
1978-79	380	148 (38.9%)	232 (61.1%)	112 (29.5%)	120 (31.6%)
1979-80	297	115 (38.7%)	182 (61.3%)	80 (26.9%)	102 (34.4%)
1980-81	307	138 (45.0%)	169 (55.0%)	77 (25.1%)	92 (29.9%)
1981-82					
Dunlap					
1964-65	579	502 (86.7%)	77 (13.3%)	27 (4.7%)	50 (8.6%)
1970-71	540	339 (62.8%)	201 (33.2%)	132 (24.4%)	69 (12.8%)
1977-78	327	72 (22.0%)	255 (78.0%)	173 (52.9%)	82 (25.1%)
1978-79	255	102 (40.0%)	153 (60.0%)	92 (36.1%)	61 (23.9%)
1979-80	315	103 (32.7%)	212 (67.3%)	137 (43.5%)	75 (23.8%)
1980-81	352	128 (36.4%)	224 (63.6%)	158 (44.8%)	66 (18.8%)
1981-82					
Fairmount Park					
1964-65	434	399 (91.9%)	35 (8.1%)	19 (4.4%)	16 (3.7%)
1970-71	554	461 (83.2%)	93 (6.8%)	51 (9.2%)	42 (7.6%)
1977-78	354	256 (72.3%)	98 (27.7%)	50 (14.1%)	48 (13.6%)
1978-79	267	179 (67.0%)	88 (33.0%)	46 (17.2%)	42 (15.8%)
1979-80	305	209 (68.5%)	96 (31.5%)	42 (13.8%)	54 (17.7%)
1980-81	326	201 (61.7%)	125 (38.3%)	53 (16.3%)	72 (22.0%)
1981-82					
Fauntleroy					
1964-65	578	578 (100%)	-0-	-0-	-0-
1970-71	535	507 (94.8%)	28 (5.2%)	5 (0.9%)	23 (4.3%)
1977-78	338	247 (73.1%)	91 (26.9%)	33 (9.8%)	58 (17.1%)
1978-79	221	109 (49.3%)	112 (50.7%)	65 (29.4%)	47 (21.3%)
1979-80	198	100 (50.5%)	98 (49.5%)	55 (27.8%)	43 (21.7%)
1980-81	183	84 (45.9%)	99 (54.1%)	62 (33.9%)	37 (20.2%)
1981-82					
Gatzert					
1964-65	669	61 (9.2%)	608 (90.8%)	263 (39.2%)	345 (51.6%)
1970-71	484	66 (13.6%)	418 (86.4%)	192 (39.7%)	226 (46.7%)
1977-78	350	62 (17.7%)	288 (82.3%)	145 (41.4%)	143 (40.9%)
1978-79	212	92 (43.4%)	120 (56.6%)	58 (27.4%)	62 (29.2%)
1979-80	185	63 (34.1%)	122 (65.9%)	50 (27.0%)	72 (38.9%)
1980-81	193	54 (28.0%)	139 (72.0%)	57 (29.5%)	82 (42.5%)
1981-82					

	Total	White	Total Minority	Black	Other Minority
Decatur					
1964-65	251	234 (93.2%)	17 (6.8%)	5 (2.0%)	12 (4.8%)
1970-71	375	344 (91.7%)	31 (8.3%)	29 (7.7%)	2 (0.6%)
1977-78	261	215 (82.4%)	46 (17.6%)	18 (6.9%)	28 (10.7%)
1978-79	249	158 (63.5%)	91 (36.5%)	79 (31.7%)	12 (4.8%)
1979-80	283	161 (56.9%)	122 (43.1%)	102 (36.0%)	20 (7.1%)
1980-81	251	153 (61.0%)	98 (39.0%)	77 (30.7%)	21 (8.3%)
1981-82					
Emerson					
1964-65	830	781 (94.1%)	49 (5.9%)	6 (0.7%)	43 (5.2%)
1970-71	784	656 (83.7%)	128 (16.3%)	44 (5.6%)	84 (10.7%)
1977-78	325	165 (50.8%)	160 (49.2%)	107 (32.9%)	53 (13.3%)
1978-79	402	195 (48.5%)	207 (51.5%)	131 (32.6%)	76 (18.9%)
1979-80	357	134 (37.5%)	223 (62.5%)	141 (39.5%)	82 (23.0%)
1980-81	355	137 (38.6%)	218 (61.4%)	144 (40.6%)	74 (20.8%)
1981-82					
Fairview					
1964-65	604	584 (96.7%)	20 (3.3%)	4 (0.7%)	16 (2.6%)
1970-71	458	440 (96.0%)	18 (4.0%)	12 (2.6%)	6 (1.4%)
1977-78	173	152 (87.9%)	21 (12.1%)	7 (4.0%)	14 (8.1%)
1978-79		c l o s e d			
1979-80					
1980-81					
1981-82					
Gatewood					
1964-65	721	709 (98.3%)	12 (1.7%)	3 (0.4%)	9 (1.3%)
1970-71	658	633 (96.2%)	25 (3.8%)	16 (2.4%)	9 (1.4%)
1977-78	373	337 (90.3%)	36 (9.7%)	11 (2.9%)	25 (6.8%)
1978-79	387	316 (81.7%)	71 (18.3%)	26 (6.7%)	45 (11.6%)
1979-80	276	211 (76.4%)	65 (23.6%)	30 (10.9%)	35 (12.7%)
1980-81	280	190 (67.9%)	90 (32.1%)	53 (18.9%)	37 (13.2%)
1981-82					
Genesee Hill					
1964-65	475	475 (100%)			
1970-71	459	436 (95.0%)	23 (5.0%)	16 (3.5%)	7 (1.5%)
1977-78	311	285 (91.6%)	26 (8.4%)	6 (1.9%)	29 (6.5%)
1978-79	199	128 (64.3%)	71 (35.7%)	8 (4.0%)	63 (31.7%)
1979-80	257	145 (56.4%)	112 (43.6%)	25 (9.7%)	87 (33.9%)
1980-81	238	139 (58.4%)	99 (41.6%)	25 (10.5%)	74 (31.1%)
1981-82					

BEST COPY AVAILABLE

	Total	White	Total Minority	Black	Other Minority
Georgetown					
1964-65	261	229 (88.6%)	32 (11.4%)	9 (3.5%)	23 (8.9%)
1970-71	161	135 (83.9%)	26 (16.1%)	6 (3.7%)	20 (12.4%)
1977-78		c l o s e d			
1978-79					
1979-80					
1980-81					
1981-82					
Green Lake					
1964-65	359	342 (95.3%)	17 (4.7%)	5 (1.4%)	12 (3.3%)
1970-71	359	321 (89.5%)	38 (10.5%)	9 (2.5%)	29 (8.0%)
1977-78	368	282 (76.6%)	86 (23.4%)	44 (12.0%)	42 (11.4%)
1978-79	301	182 (60.5%)	119 (39.5%)	78 (25.9%)	41 (13.6%)
1979-80	312	212 (67.9%)	100 (32.1%)	63 (20.2%)	37 (11.9%)
1980-81	296	190 (64.2%)	106 (35.8%)	67 (22.6%)	39 (13.2%)
1981-82					
Haller Lake					
1964-65	662	651 (98.3%)	11 (1.7%)	-0-	11 (1.7%)
1970-71	543	515 (94.9%)	28 (5.1%)	5 (0.9%)	23 (4.2%)
1977-78	309	267 (85.4%)	42 (13.6%)	2 (0.6%)	40 (13.0%)
1978-79	261	217 (83.1%)	44 (16.9%)	1 (0.4%)	43 (16.5%)
1979-80		c l o s e d			
1980-81					
1981-82					
Hay					
1964-65	507	489 (96.4%)	18 (3.6%)	2 (0.4%)	16 (3.2%)
1970-71	471	437 (92.8%)	34 (7.2%)	7 (1.5%)	27 (5.7%)
1977-78	277	226 (81.6%)	51 (18.4%)	21 (7.6%)	30 (10.8%)
1978-79	187	118 (63.1%)	69 (36.9%)	41 (21.9%)	28 (15.0%)
1979-80	131	80 (61.1%)	51 (38.9%)	27 (20.6%)	24 (18.3%)
1980-81	134	85 (63.4%)	49 (36.6%)	29 (21.6%)	20 (15.0%)
1981-82					
Highland Park					
1964-65	1,139	1,094 (96.0%)	45 (4.0%)	10 (0.9%)	35 (3.1%)
1970-71	881	850 (96.5%)	31 (3.5%)	10 (1.1%)	20 (2.3%)
1977-78	630	485 (77.0%)	145 (23.0%)	20 (3.2%)	125 (19.8%)
1978-79	554	313 (56.5%)	241 (43.5%)	101 (18.2%)	140 (25.3%)
1979-80	417	213 (51.1%)	204 (48.9%)	84 (20.1%)	120 (28.8%)
1980-81	408	214 (52.5%)	194 (47.5%)	81 (19.9%)	113 (27.6%)
1981-82					

BEST COPY AVAILABLE

	Total	White	Total Minority	Black	Other Minority
Graham Hill					
1964-65	445	394 (88.5%)	51 (11.5%)	8 (1.8%)	43 (9.7%)
1970-71	392	228 (58.2%)	164 (41.8%)	79 (20.1%)	85 (21.7%)
1977-78	286	93 (32.5%)	193 (67.5%)	108 (37.8%)	85 (29.7%)
1978-79	195	80 (41.0%)	115 (59.0%)	54 (27.7%)	61 (31.3%)
1979-80	223	96 (43.0%)	127 (57.0%)	59 (26.5%)	68 (30.5%)
1980-81	213	84 (39.4%)	129 (60.6%)	69 (32.4%)	60 (28.2%)
1981-82					
Greenwood					
1964-65	574	556 (96.9%)	18 (3.1%)	-0-	18 (3.1%)
1970-71	559	490 (87.6%)	69 (12.4%)	40 (7.2%)	29 (5.2%)
1977-78	346	299 (86.4%)	47 (13.6%)	5 (1.4%)	42 (12.2%)
1978-79	336	290 (86.3%)	46 (13.7%)	3 (0.9%)	43 (12.8%)
1979-80	301	255 (84.7%)	46 (15.3%)	3 (1.0%)	43 (14.3%)
1980-81	382	235 (61.5%)	147 (38.5%)	4 (1.0%)	143 (37.5%)
1981-82					
Hawthorne					
1964-65	373	268 (71.8%)	105 (18.2%)	22 (5.9%)	83 (22.3%)
1970-71	331	179 (54.1%)	152 (45.9%)	99 (29.9%)	53 (16.0%)
1977-78	212	52 (24.5%)	160 (75.4%)	108 (50.9%)	52 (24.5%)
1978-79		c l o s e d			
1979-80					
1980-81					
1981-82					
High Point					
1964-65	744	462 (62.1%)	282 (37.9%)	245 (32.9%)	37 (5.0%)
1970-71	524	267 (51.0%)	257 (49.0%)	177 (33.8%)	80 (15.2%)
1977-78	237	61 (25.7%)	176 (73.8%)	80 (33.8%)	96 (40.0%)
1978-79	220	102 (46.4%)	118 (53.6%)	53 (24.1%)	65 (29.5%)
1979-80	191	74 (38.7%)	117 (61.3%)	59 (30.9%)	58 (30.4%)
1980-81	211	76 (36.0%)	135 (64.0%)	73 (34.6%)	62 (29.4%)
1981-82					
Hughes					
1964-65	783	745 (95.1%)	38 (4.9%)	3 (0.4%)	35 (4.5%)
1970-71	635	606 (95.4%)	29 (4.6%)	6 (1.0%)	23 (3.6%)
1977-78	429	332 (77.4%)	97 (22.6%)	21 (4.9%)	76 (17.7%)
1978-79	300	190 (63.3%)	110 (36.7%)	51 (17.0%)	59 (19.7%)
1979-80	273	159 (58.2%)	114 (41.8%)	54 (19.8%)	60 (22.0%)
1980-81	260	125 (48.1%)	135 (51.9%)	53 (20.4%)	82 (31.5%)
1981-82					

	Total	White	Total Minority	Black	Other Minority
Interlake					
1964-65	568	538 (94.7%)	30 (5.3%)	4 (0.7%)	26 (4.6%)
1970-71	460	412 (89.6%)	48 (10.4%)	18 (3.9%)	30 (6.5%)
1977-78		c l o s e d			
1978-79					
1979-80					
1980-81					
1981-82					
Kimball					
1964-65	267	91 (34.1%)	176 (65.9%)	51 (19.1%)	125 (46.8%)
1970-71	312	81 (26.0%)	231 (74.0%)	102 (32.7%)	129 (41.3%)
1977-78	506	149 (29.4%)	357 (70.6%)	122 (24.1%)	235 (46.4%)
1978-79	543	218 (40.1%)	325 (59.9%)	93 (17.1%)	232 (42.8%)
1979-80	532	274 (51.5%)	258 (48.5%)	68 (12.8%)	190 (35.7%)
1980-81	541	293 (54.2%)	248 (45.8%)	65 (12.0%)	183 (33.8%)
1981-82					
Lafayette					
1964-65	984	970 (98.6%)	14 (1.4%)	1 (0.1%)	13 (1.3%)
1970-71	929	912 (98.2%)	17 (1.8%)	2 (0.2%)	15 (1.6%)
1977-78	512	467 (91.2%)	45 (8.8%)	1 (0.2%)	44 (8.6%)
1978-79	482	423 (87.9%)	59 (12.1%)	5 (1.0%)	54 (11.1%)
1979-80	554	392 (70.8%)	162 (29.2%)	8 (1.4%)	154 (27.8%)
1980-81	492	315 (64.0%)	177 (36.0%)	6 (1.2%)	171 (34.8%)
1981-82					
Latona					
1964-65	243	222 (91.4%)	21 (8.6%)	1 (0.4%)	20 (8.2%)
1970-71	170	149 (87.6%)	21 (12.4%)	4 (2.4%)	17 (10.0%)
1977-78	266	200 (75.2%)	66 (24.8%)	18 (6.8%)	48 (18.0%)
1978-79	307	191 (62.2%)	116 (37.8%)	27 (8.8%)	89 (29.0%)
1979-80	368	189 (51.4%)	179 (48.6%)	19 (5.2%)	160 (43.4%)
1980-81	249	106 (42.7%)	142 (57.3%)	12 (4.8%)	130 (52.5%)
1981-82					
Lawton					
1964-65	658	574 (87.3%)	84 (12.7%)	24 (3.6%)	60 (9.1%)
1970-71	455	401 (88.1%)	54 (11.9%)	22 (4.9%)	32 (7.0%)
1977-78	343	260 (75.8%)	83 (24.2%)	14 (4.1%)	69 (20.1%)
1978-79	343	242 (70.6%)	101 (29.4%)	14 (4.1%)	87 (25.3%)
1979-80	303	210 (69.3%)	93 (30.7%)	14 (4.6%)	79 (26.0%)
1980-81	302	211 (69.9%)	91 (30.1%)	8 (2.6%)	83 (27.5%)
1981-82					

	Total	White	Total Minority	Black	Other Minority
Jefferson					
1964-65	545	532 (97.6%)	13 (2.4%)	1 (0.2%)	12 (2.2%)
1970-71	517	496 (95.9%)	21 (4.1%)	7 (1.4%)	14 (2.7%)
1977-78	265	242 (91.3%)	23 (8.7%)	4 (1.5%)	19 (7.2%)
1978-79	407	288 (70.8%)	119 (29.2%)	13 (3.2%)	106 (26.0%)
1979-80		c l o s e d			
1980-81					
1981-82					
King					
1964-65	376	37 (9.8%)	339 (90.2%)	332 (88.3%)	7 (1.9%)
1970-71	359	122 (34.0%)	237 (66.0%)	234 (65.2%)	3 (0.8%)
1977-78	364	161 (44.2%)	203 (55.8%)	169 (46.4%)	34 (9.4%)
1978-79	309	133 (43.0%)	176 (57.0%)	150 (48.5%)	26 (8.5%)
1979-80	306	143 (46.7%)	163 (53.3%)	142 (46.4%)	21 (6.9%)
1980-81	282	141 (50.0%)	141 (50.0%)	126 (44.7%)	15 (5.3%)
1981-82					
Lake City					
1964-65	473	462 (97.7%)	11 (2. %)	-0-	11 (2.3%)
1970-71	371	340 (91.6%)	31 (8.4%)	17 (4.6%)	14 (3.7%)
1977-78	289	193 (66.8%)	96 (33.2%)	17 (5.9%)	79 (27.3%)
1978-79	272	163 (59.9%)	109 (40.1%)	18 (6.6%)	91 (33.5%)
1979-80	347	180 (51.9%)	167 (48.1%)	19 (5.5%)	148 (42.6%)
1980-81	364	161 (44.2%)	203 (55.8%)	21 (5.8%)	182 (50.0%)
1981-82					
Laurelhurst					
1964-65	820	811 (98.8%)	9 (1.2%)	1 (0.1%)	8 (1.1%)
1970-71	744	648 (87.0%)	96 (13.0%)	61 (8.3%)	35 (4.7%)
1977-78	348	222 (63.8%)	126 (36.2%)	72 (20.7%)	54 (15.5%)
1978-79	334	190 (56.9%)	144 (43.1%)	80 (24.0%)	64 (19.1%)
1979-80	318	186 (58.5%)	132 (41.5%)	66 (20.8%)	66 (20.8%)
1980-81	253	131 (51.9%)	122 (48.1%)	52 (20.6%)	70 (27.5%)
1981-82					
Leschi					
1964-65	579	21 (3.7%)	558 (96.3%)	533 (92.0%)	25 (4.3%)
1970-71	420	43 (10.2%)	377 (89.8%)	373 (88.8%)	4 (1.0%)
1977-78	503	114 (22.7%)	389 (77.3%)	362 (72.0%)	27 (5.3%)
1978-79	325	164 (50.5%)	161 (49.5%)	135 (41.5%)	26 (8.0%)
1979-80	409	164 (40.1%)	245 (59.9%)	216 (52.8%)	29 (7.1%)
1980-81	363	157 (43.3%)	206 (56.7%)	178 (49.0%)	28 (7.7%)
1981-82					

BEST COPY AVAILABLE

	Total	White	Total Minority	Black	Other Minority
Lowell					
1964-65	407	369 (90.7%)	38 (9.3%)	16 (3.9%)	22 (5.4%)
1970-71	305	185 (60.7%)	120 (39.3%)	101 (33.1%)	19 (6.2%)
1977-78	315	163 (51.7%)	152 (48.3%)	80 (25.4%)	72 (25.9%)
1978-79	305	172 (56.4%)	133 (43.6%)	59 (19.3%)	74 (24.3%)
1979-80	274	139 (50.7%)	135 (49.3%)	49 (17.9%)	86 (31.4%)
1980-81	299	123 (41.1%)	176 (58.9%)	51 (17.1%)	125 (41.8%)
1981-82					
Madrona					
1964-65	764	88 (11.5%)	676 (88.5%)	643 (84.2%)	33 (4.3%)
1970-71	821	287 (34.9%)	534 (65.1%)	495 (60.3%)	39 (4.8%)
1977-78	839	464 (55.3%)	375 (44.7%)	319 (37.4%)	61 (7.3%)
1978-79	473	105 (22.2%)	368 (77.8%)	337 (71.2%)	31 (6.6%)
1979-80	615	289 (47.0%)	326 (53.0%)	269 (43.7%)	57 (9.3%)
1980-81	555	231 (41.6%)	324 (58.4%)	266 (47.9%)	58 (10.5%)
1981-82					
Maple					
1964-65	408	332 (81.4%)	76 (18.6%)	10 (2.4%)	66 (16.2%)
1970-71	377	248 (65.8%)	129 (34.2%)	45 (11.9%)	84 (22.3%)
1977-78	389	180 (46.3%)	209 (53.7%)	87 (22.4%)	122 (31.3%)
1978-79	389	159 (40.9%)	230 (59.1%)	96 (24.7%)	134 (34.4%)
1979-80	353	164 (46.5%)	189 (53.5%)	69 (19.5%)	120 (34.0%)
1980-81	350	151 (43.1%)	199 (56.9%)	74 (21.1%)	125 (35.8%)
1981-82					
Mann					
1964-65	476	5 (1.0%)	471 (99.0%)	456 (95.8%)	15 (3.2%)
1970-71			c l o s e d		
1977-78					
1978-79					
1979-80					
1980-81					
1981-82					
McGilvra					
1964-65	333	282 (84.7%)	51 (15.3%)	44 (13.2%)	7 (2.1%)
1970-71	291	179 (61.5%)	112 (38.5%)	108 (37.1%)	4 (1.4%)
1977-78	179	116 (64.8%)	63 (35.2%)	55 (30.7%)	8 (4.5%)
1978-79	221	129 (58.4%)	92 (41.6%)	75 (33.9%)	17 (7.7%)
1979-80	258	137 (53.1%)	121 (46.9%)	106 (41.1%)	15 (5.8%)
1980-81	235	122 (51.9%)	113 (48.1%)	96 (40.9%)	17 (7.2%)
1981-82					

BEST COPY AVAILABLE

	Total	White	Total Minority	Black	Other Minority
Loyal Heights					
1964-65	434	432 (99.5%)	2 (0.5%)	-0-	2 (0.5%)
1970-71	353	291 (82.4%)	62 (7.6%)	54 (15.3%)	8 (2.3%)
1977-78	226	211 (93.4%)	15 (6.6%)	2 (0.9%)	13 (5.7%)
1978-79	227	201 (88.2%)	26 (11.8%)	7 (3.1%)	19 (8.7%)
1979-80	311	269 (86.5%)	42 (13.5%)	8 (2.6%)	34 (10.9%)
1980-81	290	247 (85.2%)	43 (14.8%)	7 (2.4%)	36 (12.4%)
1981-82					
Magnolia					
1964-65	600	592 (98.7%)	8 (1.3%)	1 (0.2%)	7 (1.1%)
1970-71	550	515 (93.6%)	35 (6.4%)	13 (2.4%)	22 (4.0%)
1977-78	380	341 (89.7%)	39 (10.3%)	3 (0.8%)	36 (9.5%)
1978-79	256	155 (60.5%)	101 (39.5%)	41 (16.0%)	60 (23.5%)
1979-80	264	126 (47.7%)	138 (52.3%)	56 (21.2%)	82 (31.1%)
1980-81	298	156 (52.3%)	142 (47.7%)	69 (23.2%)	73 (24.5%)
1981-82					
Maple Leaf					
1964-65	680	670 (98.5%)	10 (1.5%)	4 (0.6%)	6 (0.9%)
1970-71	535	469 (87.7%)	66 (12.3%)	47 (8.7%)	19 (3.6%)
1977-78	256	209 (81.6%)	47 (18.4%)	16 (6.3%)	31 (12.1%)
1978-79	203	144 (70.9%)	59 (29.1%)	26 (12.8%)	33 (16.3%)
1979-80			c l o s e d		
1980-81					
1981-82					
McDonald					
1964-65	548	539 (98.3%)	9 (1.7%)	1 (0.2%)	8 (1.5%)
1970-71	500	463 (92.6%)	37 (7.4%)	5 (1.0%)	32 (6.4%)
1977-78	253	215 (85.0%)	38 (15.0%)	15 (5.9%)	23 (9.1%)
1978-79	205	135 (65.9%)	70 (34.1%)	34 (16.6%)	36 (17.5%)
1979-80	198	118 (59.6%)	80 (40.4%)	51 (25.8%)	29 (14.6%)
1980-81	163	78 (47.9%)	85 (52.1%)	56 (34.4%)	29 (17.7%)
1981-82					
Minor					
1964-65	784	61 (7.8%)	723 (92.2%)	650 (82.9%)	73 (9.3%)
1970-71	749	149 (19.9%)	600 (79.1%)	560 (74.8%)	40 (5.3%)
1977-78	418	76 (18.2%)	342 (81.8%)	297 (69.9%)	45 (10.9%)
1978-79	364	121 (33.2%)	243 (66.8%)	197 (54.1%)	46 (12.7%)
1979-80	351	152 (43.3%)	199 (56.7%)	164 (46.7%)	35 (10.0%)
1980-81	375	164 (43.7%)	211 (56.3%)	172 (45.9%)	39 (10.4%)
1981-82					

	Total	White	Total Minority	Black	Other Minority
Montlake					
1964-65	326	270 (80.4%)	66 (19.6%)	37 (11.0%)	29 (8.6%)
1970-71	238	161 (67.6%)	77 (32.4%)	67 (28.2%)	10 (4.2%)
1977-78	208	130 (62.5%)	78 (37.5%)	49 (23.6%)	29 (13.9%)
1978-79	242	124 (51.2%)	118 (48.8%)	90 (37.2%)	28 (11.6%)
1979-80	206	73 (35.4%)	133 (64.6%)	107 (51.9%)	26 (12.7%)
1980-81	212	104 (49.1%)	108 (50.9%)	88 (41.5%)	20 (9.4%)
1981-82					
North Beach					
1964-65	445	442 (99.3%)	3 (0.7%)	-0-	3 (0.7%)
1970-71	370	346 (93.5%)	24 (6.5%)	20 (5.4%)	4 (1.1%)
1977-78	244	217 (88.9%)	27 (11.1%)	12 (4.9%)	15 (6.2%)
1978-79	261	230 (88.1%)	31 (11.9%)	14 (5.4%)	17 (6.5%)
1979-80	292	254 (87.0%)	38 (13.0%)	15 (5.1%)	23 (7.9%)
1980-81	277	246 (88.8%)	31 (11.2%)	11 (4.0%)	20 (7.2%)
1981-82					
Northgate					
1964-65	457	453 (99.1%)	4 (0.9%)	-0-	4 (0.9%)
1970-71	361	321 (88.9%)	40 (11.1%)	26 (7.2%)	14 (3.9%)
1977-78	195	163 (83.6%)	32 (16.4%)	14 (7.2%)	18 (9.2%)
1978-79	225	133 (59.1%)	92 (40.9%)	56 (24.9%)	36 (16.0%)
1979-80	311	204 (65.6%)	107 (34.4%)	56 (18.0%)	51 (16.4%)
1980-81	289	170 (58.8%)	119 (41.2%)	58 (20.1%)	61 (21.1%)
1981-82					
Olympic Hills					
1964-65	749	732 (97.8%)	17 (2.2%)	4 (0.5%)	13 (1.7%)
1970-71	590	567 (96.1%)	23 (3.9%)	10 (1.7%)	13 (2.2%)
1977-78	313	276 (88.2%)	37 (11.8%)	6 (1.9%)	31 (9.9%)
1978-79	288	251 (87.2%)	37 (12.8%)	6 (2.1%)	31 (10.7%)
1979-80	159	98 (61.6%)	61 (38.4%)	43 (27.0%)	18 (11.4%)
1980-81	133	74 (55.6%)	59 (44.4%)	45 (33.8%)	14 (10.6%)
1981-82					
Pinehurst					
1964-65	458	455 (99.3%)	3 (0.7%)	-0-	3 (0.7%)
1970-71	353	337 (95.5%)	16 (4.5%)	6 (1.7%)	10 (2.8%)
1977-78	231	215 (93.1%)	16 (6.9%)	4 (1.7%)	12 (5.2%)
1978-79	195	168 (86.2%)	27 (13.8%)	7 (3.6%)	20 (10.2%)
1979-80	217	178 (82.0%)	39 (18.0%)	14 (6.5%)	25 (11.5%)
1980-81	197	153 (77.7%)	44 (22.3%)	19 (9.6%)	25 (12.7%)
1981-82					

	Total	White	Total Minority	Black	Other Minority
Muir					
1964-65	854	563 (65.9%)	291 (34.1%)	158 (18.5%)	133 (15.6%)
1970-71	830	277 (33.4%)	553 (66.6%)	441 (53.2%)	112 (13.4%)
1977-78	622	215 (34.6%)	407 (65.4%)	349 (56.1%)	58 (9.3%)
1978-79	415	182 (43.9%)	233 (56.1%)	186 (44.8%)	47 (13.3%)
1979-80	421	185 (43.9%)	236 (56.1%)	193 (45.8%)	43 (10.3%)
1980-81	365	156 (42.7%)	209 (57.3%)	161 (44.1%)	48 (13.1%)
1981-82					
North Queen Anne					
1964-65	379	371 (97.9%)	8 (2.1%)	1 (0.3%)	7 (1.8%)
1970-71	321	314 (97.8%)	7 (2.2%)	-0-	7 (2.2%)
1977-78	224	196 (87.5%)	28 (12.5%)	10 (4.5%)	18 (8.0%)
1978-79	218	179 (82.1%)	39 (17.9%)	11 (5.0%)	28 (12.9%)
1979-80	161	136 (84.5%)	25 (15.5%)	10 (6.2%)	15 (9.3%)
1980-81	104	81 (77.9%)	23 (22.1%)	9 (8.7%)	14 (13.4%)
1981-82					
Oak Lake					
1964-65	727	705 (96.9%)	22 (3.1%)	-0-	22 (3.1%)
1970-71	625	587 (93.9%)	38 (6.1%)	9 (1.5%)	29 (4.6%)
1977-78	291	249 (85.6%)	42 (14.4%)	9 (3.1%)	33 (11.3%)
1978-79	312	177 (56.7%)	135 (43.3%)	76 (24.4%)	59 (18.9%)
1979-80	280	146 (52.1%)	134 (47.9%)	67 (23.9%)	67 (24.0%)
1980-81	253	124 (49.0%)	129 (51.0%)	54 (21.3%)	75 (29.7%)
1981-82					
Olympic View					
1964-65	483	476 (98.5%)	7 (1.5%)	-0-	7 (1.5%)
1970-71	480	440 (91.7%)	40 (8.3%)	30 (6.2%)	10 (2.1%)
1977-78	177	151 (85.3%)	26 (14.7%)	13 (7.3%)	13 (7.3%)
1978-79	271	220 (81.2%)	51 (18.8%)	24 (8.9%)	27 (9.9%)
1979-80	280	221 (78.9%)	59 (21.1%)	27 (9.6%)	32 (11.5%)
1980-81	235	179 (76.2%)	56 (23.8%)	21 (8.9%)	35 (14.9%)
1981-82					
Rainier View					
1964-65	426	365 (85.7%)	30 (14.3%)	21 (4.9%)	40 (9.4%)
1970-71	441	325 (73.7%)	116 (26.3%)	41 (9.3%)	75 (17.0%)
1977-78	190	82 (43.2%)	108 (56.8%)	75 (39.5%)	33 (17.3%)
1978-79	209	94 (45.0%)	115 (55.0%)	79 (37.8%)	36 (17.2%)
1979-80	218	91 (41.7%)	127 (58.3%)	89 (40.8%)	38 (17.5%)
1980-81	200	87 (43.5%)	113 (56.5%)	85 (42.5%)	28 (14.0%)
1981-82					

BEST COPY AVAILABLE

	Total	White	Total Minority	Black	Other Minority
Ravenna					
1964-65	708	683 (96.4%)	25 (3.6%)	4 (0.6%)	21 (3.0%)
1970-71	596	565 (94.8%)	31 (5.2%)	10 (1.7%)	21 (3.5%)
1977-78	284	245 (86.3%)	39 (13.7%)	16 (5.6%)	23 (8.1%)
1978-79	248	156 (62.9%)	92 (37.1%)	72 (29.0%)	20 (8.1%)
1979-80	217	166 (76.5%)	51 (23.5%)	19 (8.8%)	32 (14.7%)
1980-81	215	131 (60.9%)	84 (39.1%)	57 (26.5%)	27 (12.5%)
1981-82					
Roxhill					
1964-65	477	461 (96.6%)	16 (3.4%)	-0-	16 (3.4%)
1970-71	420	393 (93.6%)	27 (16.4%)	12 (2.9%)	15 (3.5%)
1977-78	320	247 (77.2%)	73 (22.8%)	17 (5.3%)	56 (17.5%)
1978-79	250	138 (55.2%)	112 (44.8%)	56 (22.4%)	56 (22.4%)
1979-80	289	149 (51.6%)	140 (48.4%)	78 (27.0%)	62 (21.4%)
1980-81	262	131 (50.0%)	131 (50.0%)	65 (24.8%)	66 (25.2%)
1981-82					
Sand Point					
1964-65	394	382 (96.9%)	12 (3.1%)	5 (1.3%)	7 (1.8%)
1970-71	396	343 (86.6%)	53 (13.4%)	43 (10.9%)	10 (2.5%)
1977-78	201	149 (74.1%)	52 (25.9%)	15 (7.5%)	37 (18.4%)
1978-79	198	123 (62.1%)	75 (37.9%)	23 (11.6%)	52 (26.3%)
1979-80	167	103 (61.7%)	64 (38.3%)	17 (10.2%)	47 (28.1%)
1980-81	150	94 (62.7%)	56 (37.3%)	14 (9.3%)	42 (28.0%)
1981-82					
Schmitz Park					
1964-65	357	355 (99.4%)	2 (0.6%)	-0-	2 (0.6%)
1970-71	362	326 (90.1%)	36 (9.9%)	25 (6.9%)	11 (3.0%)
1977-78	252	186 (73.8%)	66 (26.2%)	15 (6.0%)	51 (20.2%)
1978-79	151	84 (55.6%)	67 (44.4%)	15 (9.9%)	52 (34.5%)
1979-80	189	112 (59.3%)	77 (40.7%)	18 (9.5%)	59 (31.2%)
1980-81	204	105 (51.5%)	99 (48.5%)	15 (7.4%)	84 (41.1%)
1981-82					
Stevens					
1964-65	508	243 (47.9%)	265 (52.1%)	240 (47.2%)	25 (4.9%)
1970-71	443	215 (48.5%)	228 (51.5%)	210 (47.4%)	18 (4.1%)
1977-78	490	321 (65.5%)	169 (34.5%)	135 (27.6%)	34 (6.9%)
1978-79	499	325 (65.1%)	174 (34.9%)	146 (29.3%)	28 (5.6%)
1979-80	482	292 (60.6%)	190 (39.4%)	160 (33.2%)	30 (6.2%)
1980-81	435	253 (58.2%)	182 (41.8%)	148 (34.0%)	34 (7.8%)
1981-82					

	Total	White	Total Minority	Black	Other Minority
Rogers					
1964-65	741	736 (99.3%)	5 (0.7%)	-0-	5 (0.7%)
1970-71	597	576 (96.5%)	21 (3.5%)	-0-	21 (3.5%)
1977-78	317	271 (85.5%)	46 (14.5%)	6 (1.9%)	40 (12.6%)
1978-79	263	215 (81.7%)	48 (18.3%)	6 (2.3%)	42 (16.0%)
1979-80	198	107 (54.0%)	91 (46.0%)	71 (35.9%)	20 (10.1%)
1980-81	183	100 (54.6%)	83 (45.4%)	65 (35.5%)	18 (9.9%)
1981-82					
Sacajawea					
1964-65	455	448 (98.5%)	7 (1.5%)	3 (0.6%)	4 (0.9%)
1970-71	397	347 (87.4%)	50 (12.6%)	33 (8.3%)	17 (4.3%)
1977-78	204	167 (81.9%)	37 (18.1%)	13 (6.4%)	24 (11.7%)
1978-79	229	183 (79.9%)	46 (20.1%)	17 (7.4%)	29 (12.7%)
1979-80	194	162 (83.5%)	32 (16.5%)	10 (5.2%)	22 (11.3%)
1980-81	169	138 (81.7%)	31 (18.3%)	8 (4.7%)	23 (13.6%)
1981-82					
Sanislo					
1964-65		New School, 1969-70			
1970-71	317	303 (95.6%)	14 (4.4%)	10 (3.2%)	4 (1.2%)
1977-78	268	165 (61.6%)	103 (38.4%)	25 (9.3%)	78 (29.1%)
1978-79	283	150 (53.0%)	133 (47.0%)	33 (11.7%)	100 (35.3%)
1979-80	306	162 (52.9%)	144 (47.1%)	38 (12.4%)	106 (34.7%)
1980-81	331	160 (48.3%)	171 (51.7%)	43 (13.0%)	128 (38.7%)
1981-82					
Seward					
1964-65	422	388 (92.0%)	34 (8.0%)	12 (2.8%)	22 (5.2%)
1970-71	240	195 (81.2%)	45 (18.8%)	33 (13.8%)	12 (5.0%)
1977-78	333	169 (50.8%)	164 (49.2%)	121 (36.3%)	43 (12.9%)
1978-79	320	164 (51.3%)	156 (48.7%)	121 (37.8%)	35 (10.9%)
1979-80	312	140 (44.9%)	172 (55.1%)	135 (43.3%)	37 (11.8%)
1980-81	308	160 (51.9%)	148 (48.1%)	110 (35.7%)	38 (12.3%)
1981-82					
Summit					
1964-65	201	85 (42.3%)	116 (57.7%)	49 (24.4%)	67 (33.3%)
1970-71		closed			
1977-78					
1978-79					
1979-80					
1980-81					
1981-82					

BEST COPY AVAILABLE

	Total	White	Total Minority	Black	Other Minority
University Heights					
1964-65	383	356 (93.0%)	27 (7.0%)	2 (0.5%)	25 (6.5%)
1970-71	335	277 (82.6%)	58 (17.4%)	29 (8.7%)	29 (8.7%)
1977-78	339	253 (74.6%)	86 (25.4%)	39 (11.5%)	47 (13.9%)
1978-79	358	254 (70.9%)	104 (29.1%)	43 (12.0%)	61 (17.1%)
1979-80	353	237 (67.1%)	116 (32.9%)	31 (8.8%)	85 (24.1%)
1980-81	361	242 (67.0%)	119 (33.0%)	44 (12.2%)	75 (20.8%)
1981-82					
View Ridge					
1964-65	748	740 (98.9%)	8 (1.1%)	7 (1.0%)	1 (0.1%)
1970-71	582	540 (92.8%)	42 (7.2%)	29 (5.0%)	13 (2.2%)
1977-78	356	281 (78.9%)	75 (20.1%)	30 (8.4%)	45 (12.7%)
1978-79	368	288 (78.3%)	80 (21.7%)	19 (5.2%)	61 (16.5%)
1979-80	320	246 (76.9%)	74 (23.1%)	12 (3.8%)	62 (19.3%)
1980-81	310	221 (71.3%)	89 (28.7%)	17 (5.5%)	72 (23.2%)
1981-82					
Webster					
1964-65	534	531 (99.4%)	3 (0.6%)	-0-	3 (0.6%)
1970-71	518	507 (97.9%)	11 (2.1%)	2 (0.4%)	9 (1.7%)
1977-78	288	251 (87.2%)	37 (12.8%)	-0-	37 (12.8%)
1978-79	251	222 (88.4%)	29 (11.6%)	-0-	29 (11.6%)
1979-80		c l o s e d			
1980-81					
1981-82					
West Queen Anne					
1964-65	392	354 (90.3%)	38 (9.7%)	14 (3.6%)	24 (6.1%)
1970-71	285	258 (90.5%)	27 (9.5%)	-0-	27 (9.5%)
1977-78	316	184 (59.2%)	132 (41.8%)	87 (27.5%)	45 (14.3%)
1978-79	277	119 (43.0%)	158 (57.0%)	110 (39.7%)	48 (17.3%)
1979-80	242	104 (43.0%)	138 (57.0%)	93 (38.4%)	45 (18.6%)
1980-81	229	89 (38.9%)	140 (61.1%)	95 (41.5%)	45 (19.6%)
1981-82					
Whittier					
1964-65	871	858 (98.5%)	13 (1.5%)	4 (0.5%)	9 (1.0%)
1970-71	772	756 (97.9%)	16 (2.1%)	3 (0.4%)	13 (1.7%)
1977-78	380	330 (86.8%)	50 (13.2%)	4 (1.1%)	46 (12.1%)
1978-79	352	299 (84.9%)	53 (15.1%)	6 (1.7%)	47 (13.4%)
1979-80	380	327 (86.1%)	53 (13.9%)	10 (2.6%)	43 (11.3%)
1980-81	434	314 (72.4%)	120 (27.6%)	6 (1.4%)	114 (26.2%)
1981-82					

	Total	White	Total Minority	Black	Other Minority
Van Asselt					
1964-65	934	531 (56.8%)	403 (43.1%)	194 (20.8%)	209 (22.3%)
1970-71	831	256 (30.8%)	575 (69.2%)	337 (40.6%)	238 (28.6%)
1977-78	416	52 (12.5%)	364 (87.5%)	223 (53.6%)	141 (33.9%)
1978-79	354	117 (33.1%)	237 (66.9%)	153 (43.2%)	84 (23.7%)
1979-80	407	158 (38.8%)	249 (61.2%)	147 (36.1%)	102 (25.1%)
1980-81	373	164 (44.0%)	209 (56.0%)	126 (33.8%)	83 (22.2%)
1981-82					
Viewlands					
1964-65	595	581 (97.7%)	14 (2.3%)	-0-	14 (2.3%)
1970-71	515	490 (95.1%)	25 (4.9%)	16 (3.2%)	9 (1.7%)
1977-78	312	265 (84.9%)	47 (15.1%)	8 (2.6%)	39 (12.5%)
1978-79	267	230 (86.1%)	37 (13.9%)	3 (1.1%)	34 (12.8%)
1979-80	389	341 (87.7%)	48 (12.3%)	3 (0.8%)	45 (11.5%)
1980-81	307	260 (84.7%)	47 (15.3%)	3 (1.0%)	44 (14.3%)
1981-82					
Wedgwood					
1964-65	677	669 (98.8%)	8 (1.2%)	1 (0.2%)	7 (1.0%)
1970-71	503	450 (89.5%)	53 (10.5%)	45 (8.9%)	8 (1.6%)
1977-78	333	261 (78.4%)	72 (21.6%)	28 (8.4%)	44 (13.2%)
1978-79	252	146 (57.9%)	106 (42.1%)	76 (30.2%)	30 (11.9%)
1979-80	274	158 (57.7%)	116 (42.3%)	81 (29.6%)	35 (12.7%)
1980-81	226	115 (50.9%)	111 (49.1%)	86 (38.1%)	25 (11.0%)
1981-82					
West Woodland					
1964-65	941	910 (96.7%)	31 (3.3%)	-0-	31 (3.3%)
1970-71	865	825 (95.4%)	40 (4.6%)	13 (1.5%)	27 (3.1%)
1977-78	458	414 (90.4%)	44 (9.6%)	15 (3.3%)	29 (6.3%)
1978-79	432	372 (86.1%)	60 (13.9%)	15 (3.5%)	45 (10.4%)
1979-80	451	371 (82.3%)	80 (17.7%)	25 (5.5%)	55 (12.2%)
1980-81	457	370 (81.0%)	87 (19.0%)	24 (5.3%)	63 (13.7%)
1981-82					
Whitworth					
1964-65	715	633 (88.6%)	82 (11.4%)	7 (1.0%)	75 (10.4%)
1970-71	679	471 (69.4%)	127 (30.6%)	9 (13.3%)	118 (17.3%)
1977-78	654	265 (40.5%)	389 (59.5%)	269 (41.1%)	120 (18.4%)
1978-79	653	275 (42.1%)	378 (57.9%)	259 (39.7%)	119 (18.2%)
1979-80	676	300 (44.4%)	376 (55.6%)	256 (37.9%)	120 (17.7%)
1980-81	618	277 (44.8%)	341 (55.2%)	237 (38.3%)	104 (16.9%)
1981-82					

BEST COPY AVAILABLE

Wing Luke	Total	White	Total Minority	Black	Other Minority
1964-65	161	90 (55.9%)	71 (44.1%)	34 (21.1%)	37 (23.0%)
1970-71	225	106 (47.1%)	119 (52.9%)	58 (25.8%)	61 (27.1%)
1977-78	342	85 (24.9%)	257 (75.1%)	147 (43.0%)	110 (32.1%)
1978-79	288	121 (42.0%)	167 (58.0%)	84 (29.2%)	83 (28.8%)
1979-80	412	175 (42.5%)	237 (57.5%)	135 (32.8%)	102 (24.7%)
1980-81	414	172 (41.5%)	242 (58.5%)	137 (33.1%)	105 (25.4%)
1981-82					

MIDDLE/JUNIOR HIGH

Addams	Total	White	Total Minority	Black	Other Minority
1964-65	1,451	1,431 (98.6%)	20 (1.4%)	4 (0.3%)	16 (1.1%)
1970-71	1,670	1,540 (92.2%)	130 (7.8%)	64 (3.9%)	32 (1.9%)
1977-78	1,092	920 (84.2%)	172 (15.8%)	72 (6.6%)	100 (9.2%)
1978-79	1,047	803 (76.7%)	244 (23.3%)	129 (12.3%)	115 (11.0%)
1979-80	530	403 (76.0%)	127 (24.0%)	50 (9.4%)	77 (14.6%)
1980-81	505	337 (66.7%)	168 (33.3%)	96 (19.0%)	72 (14.3%)
1981-82					

Boren	Total	White	Total Minority	Black	Other Minority
1964-65	756	626 (82.8%)	130 (17.2%)	99 (13.1%)	31 (4.1%)
1970-71	728	575 (79.0%)	153 (21.0%)	90 (12.4%)	63 (8.6%)
1977-78	657	388 (59.1%)	269 (40.9%)	99 (15.1%)	170 (25.8%)
1978-79	554	320 (57.8%)	234 (42.2%)	90 (16.2%)	144 (30.0%)
1979-80	559	305 (54.6%)	254 (45.4%)	101 (18.1%)	153 (27.3%)
1980-81	549	272 (49.5%)	277 (50.5%)	108 (19.7%)	169 (80.8%)
1981-82					

Eckstein	Total	White	Total Minority	Black	Other Minority
1964-65	1,741	1,697 (97.4%)	44 (2.6%)	29 (1.7%)	15 (0.9%)
1970-71	1,671	1,517 (90.8%)	154 (9.2%)	113 (6.7%)	41 (2.5%)
1977-78	898	554 (61.7%)	344 (38.3%)	248 (27.6%)	96 (10.7%)
1978-79	966	647 (67.0%)	319 (33.0%)	215 (22.3%)	104 (10.7%)
1979-80	1,077	680 (63.1%)	397 (36.9%)	262 (24.3%)	135 (12.6%)
1980-81	997	566 (56.8%)	43 (43.2%)	273 (27.4%)	158 (15.8%)
1981-82					

Madison	Total	White	Total Minority	Black	Other Minority
1964-65	1,643	1,630 (99.2%)	13 (0.8%)	1 (0.1%)	12 (0.7%)
1970-71	1,459	1,411 (96.7%)	48 (3.3%)	20 (1.4%)	28 (1.9%)
1977-78	987	904 (91.6%)	83 (8.4%)	14 (1.4%)	69 (7.0%)
1978-79	841	713 (84.8%)	128 (15.2%)	25 (3.0%)	103 (12.2%)
1979-80	757	559 (73.8%)	198 (26.2%)	54 (7.1%)	144 (19.1%)
1980-81	632	393 (62.2%)	239 (37.8%)	74 (11.7%)	165 (26.1%)
1981-82					

Blaine	Total	White	Total Minority	Black	Other Minority
1964-65	809	779 (96.3%)	30 (3.7%)	18 (2.2%)	12 (1.5%)
1970-71	781	697 (89.2%)	84 (10.8%)	61 (7.8%)	23 (3.0%)
1977-78	437	378 (86.5%)	59 (13.5%)	17 (3.9%)	42 (9.6%)
1978-79	547	394 (72.0%)	153 (28.0%)	61 (11.2%)	92 (16.8%)
1979-80	489	329 (67.3%)	160 (32.7%)	72 (14.7%)	88 (18.0%)
1980-81	475	284 (59.8%)	191 (40.2%)	87 (18.3%)	104 (21.9%)
1981-82					

Denny	Total	White	Total Minority	Black	Other Minority
1964-65	1,536	1,496 (97.4%)	40 (2.6%)	5 (0.3%)	35 (2.3%)
1970-71	1,492	1,415 (94.8%)	77 (5.2%)	37 (2.5%)	40 (2.7%)
1977-78	990	805 (81.3%)	185 (18.7%)	52 (5.3%)	133 (13.4%)
1978-79	921	660 (71.7%)	261 (28.3%)	126 (13.7%)	135 (14.6%)
1979-80	811	527 (65.0%)	284 (35.0%)	131 (16.2%)	153 (18.8%)
1980-81	743	433 (58.3%)	310 (41.7%)	154 (20.7%)	156 (21.0%)
1981-82					

Hamilton	Total	White	Total Minority	Black	Other Minority
1964-65	940	903 (96.0%)	37 (4.0%)	9 (1.0%)	28 (3.0%)
1970-71	887	766 (86.3%)	121 (13.7%)	89 (10.0%)	32 (3.7%)
1977-78	562	295 (52.5%)	267 (47.5%)	191 (34.0%)	76 (13.5%)
1978-79	649	369 (56.9%)	280 (43.1%)	166 (25.6%)	114 (17.5%)
1979-80	594	365 (61.4%)	229 (38.6%)	122 (20.5%)	107 (18.1%)
1980-81	580	346 (59.7%)	234 (40.3%)	131 (22.6%)	103 (17.7%)
1981-82					

Marshall	Total	White	Total Minority	Black	Other Minority
1964-65	1,018	978 (96.1%)	40 (3.9%)	11 (1.1%)	29 (2.8%)
1970-71	970	877 (90.4%)	93 (9.6%)	56 (5.8%)	37 (3.8%)
1977-78	c l o s e d				
1978-79					
1979-80					
1980-81					
1981-82					

BEST COPY AVAILABLE

	Total	White	Total Minority	Black	Other Minority
McClure					
1964-65	851	793 (93.2%)	58 (6.8%)	34 (4.0%)	24 (2.8%)
1970-71	814	720 (88.5%)	94 (11.5%)	62 (7.6%)	32 (3.9%)
1977-78	601	436 (72.5%)	165 (27.5%)	76 (12.6%)	89 (14.9%)
1978-79	577	356 (61.7%)	221 (38.3%)	117 (20.3%)	104 (18.0%)
1979-80	601	311 (51.7%)	290 (48.3%)	140 (23.3%)	150 (25.0%)
1980-81	565	283 (50.1%)	282 (49.9%)	119 (21.1%)	163 (28.8%)
1981-82					
Mercer					
1964-65	1,475	869 (58.9%)	605 (41.1%)	168 (11.4%)	438 (29.7%)
1970-71	1,279	497 (38.9%)	782 (61.1%)	316 (24.7%)	466 (36.4%)
1977-78	1,254	324 (25.8%)	930 (74.1%)	385 (30.7%)	545 (43.4%)
1978-79	1,098	380 (34.6%)	718 (65.4%)	253 (23.0%)	465 (42.4%)
1979-80	1,012	421 (41.6%)	591 (58.4%)	196 (19.4%)	395 (39.0%)
1980-81	880	411 (46.7%)	469 (53.3%)	161 (18.3%)	308 (35.0%)
1981-82					
Sharples					
1964-65	1,239	961 (77.6%)	278 (22.4%)	123 (9.9%)	155 (12.5%)
1970-71	1,215	668 (55.0%)	547 (45.0%)	299 (24.6%)	248 (20.4%)
1977-78	830	198 (23.9%)	632 (76.1%)	361 (43.5%)	271 (32.6%)
1978-79	751	259 (34.5%)	492 (65.5%)	285 (37.9%)	207 (27.6%)
1979-80	649	269 (41.4%)	380 (58.6%)	238 (36.7%)	142 (21.9%)
1980-81	512	248 (48.4%)	264 (51.6%)	157 (30.7%)	107 (20.9%)
1981-82					
Thomson					
1964-65	1,041	1,037 (99.6%)	4 (0.4%)	1 (0.1%)	3 (0.3%)
1970-71	1,130	1,048 (92.8%)	82 (7.2%)	66 (5.8%)	16 (1.4%)
1977-78	672	587 (87.4%)	85 (12.6%)	24 (3.6%)	61 (9.0%)
1978-79	702	589 (83.9%)	113 (16.1%)	33 (4.7%)	80 (11.4%)
1979-80	623	489 (78.5%)	134 (21.5%)	46 (7.4%)	88 (14.1%)
1980-81	580	427 (73.6%)	153 (26.4%)	55 (9.5%)	98 (16.9%)
1981-82					
Whitman					
1964-65	1,116	1,105 (99.0%)	11 (1.0%)	1 (0.1%)	10 (0.9%)
1970-71	1,070	999 (93.4%)	71 (6.6%)	51 (4.7%)	20 (1.9%)
1977-78	629	545 (86.6%)	84 (13.4%)	27 (4.3%)	57 (9.1%)
1978-79	608	524 (36.2%)	84 (13.8%)	17 (2.8%)	67 (11.0%)
1979-80	537	475 (88.5%)	62 (11.5%)	8 (1.5%)	54 (10.0%)
1980-81	566	447 (79.0%)	119 (21.0%)	9 (1.6%)	110 (19.4%)
1981-82					

	Total	White	Total Minority	Black	Other Minority
Meany					
1964-65	1,145	478 (41.7%)	667 (58.3%)	563 (49.2%)	104 (9.1%)
1970-71	661	151 (22.9%)	510 (77.1%)	453 (68.5%)	57 (8.6%)
1977-78	780	498 (63.8%)	282 (36.2%)	217 (27.8%)	65 (8.4%)
1978-79	683	406 (59.4%)	277 (40.6%)	210 (30.7%)	67 (9.9%)
1979-80	522	309 (59.2%)	213 (40.8%)	163 (31.2%)	50 (9.6%)
1980-81	652	392 (60.1%)	260 (39.9%)	162 (24.8%)	98 (15.1%)
1981-82					
Monroe					
1964-65	1,221	1,204 (98.6%)	17 (1.4%)	1 (0.1%)	16 (1.3%)
1970-71	1,128	1,092 (96.7%)	36 (3.3%)	12 (1.1%)	24 (2.2%)
1977-78	703	597 (84.9%)	106 (15.1%)	12 (1.7%)	94 (13.4%)
1978-79	677	499 (73.7%)	178 (26.3%)	63 (9.3%)	115 (17.0%)
1979-80	607	409 (67.4%)	198 (32.6%)	92 (15.2%)	106 (17.4%)
1980-81	578	370 (64.0%)	208 (36.0%)	75 (13.0%)	133 (23.0%)
1981-82					
South Shore					
1964-65					
1970-71	348	258 (74.1%)	90 (25.9%)	43 (12.4%)	47 (13.5%)
1977-78	875	343 (39.2%)	532 (60.8%)	323 (36.9%)	209 (23.9%)
1978-79	827	363 (43.9%)	464 (56.1%)	277 (33.5%)	187 (22.6%)
1979-80	833	397 (47.7%)	436 (52.3%)	277 (33.3%)	159 (19.0%)
1980-81	841	411 (48.9%)	430 (51.1%)	283 (33.7%)	147 (17.4%)
1981-82					
Washington					
1964-65	828	45 (5.4%)	783 (94.6%)	594 (71.8%)	189 (22.8%)
1970-71		c l o s e d as junior high			
1977-78					
1978-79	629	256 (40.7%)	373 (59.3%)	317 (50.4%)	56 (8.9%)
1979-80	686	289 (42.1%)	397 (57.9%)	354 (51.6%)	43 (6.3%)
1980-81	604	302 (50.0%)	302 (50.0%)	240 (39.7%)	62 (10.3%)
1981-82					
Wilson					
1964-65	1,039	1,022 (98.4%)	17 (1.6%)	1 (0.1%)	16 (1.5%)
1970-71	1,012	930 (91.9%)	82 (8.1%)	49 (4.8%)	33 (3.3%)
1977-78	556	323 (58.1%)	233 (41.9%)	150 (27.0%)	83 (14.9%)
1978-79		c l o s e d			
1979-80					
1980-81					
1981-82					

BEST COPY AVAILABLE

HIGH SCHOOLS

	Total	White	Total Minority	Black	Other Minority
Ballard					
1964-65	2,469	2,454 (99.4%)	15 (0.6%)	9 (0.4%)	6 (0.2%)
1970-71	1,766	1,725 (97.7%)	41 (2.3%)	14 (0.8%)	27 (1.5%)
1977-78	1,261	1,127 (89.4%)	134 (10.6%)	24 (1.9%)	110 (8.7%)
1978-79	1,209	1,072 (88.7%)	137 (11.3%)	16 (1.3%)	121 (10.0%)
1979-80	1,117	978 (87.6%)	139 (12.4%)	12 (1.1%)	127 (11.3%)
1980-81	1,066	868 (81.4%)	198 (18.6%)	14 (1.3%)	184 (17.3%)
1981-82					
Franklin					
1964-65	1,948	1,398 (71.8%)	550 (28.2%)	242 (12.4%)	308 (15.8%)
1970-71	1,646	765 (46.5%)	881 (53.5%)	432 (46.5%)	449 (27.3%)
1977-78	1,056	231 (21.9%)	825 (78.1%)	385 (36.5%)	440 (41.7%)
1978-79	958	276 (28.8%)	682 (71.2%)	315 (32.9%)	367 (38.3%)
1979-80	882	334 (37.9%)	548 (62.1%)	264 (29.9%)	284 (32.2%)
1980-81	863	331 (38.4%)	532 (61.6%)	250 (29.0%)	282 (32.6%)
1981-82					
Hale					
1964-65	1,875	1,839 (98.1%)	36 (1.9%)	20 (1.1%)	16 (0.8%)
1970-71	2,142	2,078 (97.0%)	64 (3.0%)	44 (2.0%)	20 (1.0%)
1977-78	1,438	1,231 (85.6%)	207 (14.4%)	85 (5.9%)	122 (8.5%)
1978-79	1,351	1,122 (83.0%)	229 (17.0%)	97 (7.2%)	132 (9.8%)
1979-80	1,623	1,200 (73.9%)	423 (26.1%)	252 (15.5%)	171 (10.5%)
1980-81	1,462	975 (66.7%)	487 (33.3%)	294 (20.1%)	193 (13.2%)
1981-82					
Lincoln					
1964-65	2,403	2,341 (97.4%)	62 (2.6%)	26 (1.1%)	36 (1.5%)
1970-71	1,683	1,541 (91.6%)	142 (8.4%)	83 (4.9%)	59 (3.5%)
1977-78	1,354	858 (63.4%)	495 (36.6%)	304 (22.5%)	191 (14.1%)
1978-79	1,321	782 (59.2%)	539 (40.8%)	311 (23.5%)	228 (17.3%)
1979-80	1,244	685 (55.1%)	559 (44.9%)	282 (22.7%)	277 (22.2%)
1980-81	1,115	591 (53.0%)	524 (47.0%)	227 (20.4%)	297 (26.6%)
1981-82					
Rainier Beach					
1964-65	1,047	962 (91.9%)	85 (8.1%)	32 (3.1%)	53 (5.0%)
1970-71	1,376	1,066 (77.5%)	310 (22.5%)	142 (10.3%)	168 (12.2%)
1977-78	809	339 (41.9%)	470 (58.1%)	247 (30.5%)	223 (27.6%)
1978-79	843	371 (44.0%)	472 (56.0%)	250 (29.7%)	222 (26.3%)
1979-80	896	374 (41.7%)	522 (58.3%)	270 (30.1%)	252 (28.2%)
Cleveland					
1964-65	1,123	795 (70.8%)	328 (29.2%)	116 (10.3%)	212 (18.9%)
1970-71	957	525 (54.9%)	432 (45.1%)	178 (18.6%)	254 (26.5%)
1977-78	775	190 (24.5%)	585 (75.5%)	170 (21.9%)	415 (53.6%)
1978-79	724	220 (30.4%)	504 (69.6%)	117 (16.2%)	387 (53.4%)
1979-80	686	235 (34.3%)	451 (65.7%)	87 (12.7%)	364 (53.0%)
1980-81	659	238 (36.1%)	421 (63.9%)	80 (12.1%)	341 (51.8%)
1981-82					
Garfield					
1964-65	1,773	598 (33.7%)	1,175 (66.3%)	923 (52.1%)	252 (14.2%)
1970-71	1,231	197 (16.0%)	1,034 (84.0%)	974 (79.1%)	60 (4.9%)
1977-78	1,212	428 (35.3%)	784 (64.7%)	637 (52.6%)	147 (12.1%)
1978-79	1,211	447 (36.9%)	764 (63.1%)	653 (53.9%)	111 (9.2%)
1979-80	1,221	516 (42.3%)	705 (57.7%)	617 (50.5%)	88 (7.2%)
1980-81	1,113	494 (44.4%)	619 (55.6%)	550 (49.4%)	69 (6.2%)
1981-82					
Ingraham					
1964-65	1,575	1,570 (99.7%)	5 (0.3%)	1 (0.1%)	4 (0.2%)
1970-71	1,795	1,750 (97.5%)	45 (2.5%)	12 (0.7%)	33 (1.8%)
1977-78	1,519	1,333 (87.8%)	186 (12.2%)	46 (3.0%)	140 (9.2%)
1978-79	1,363	1,074 (78.8%)	289 (21.2%)	108 (7.9%)	181 (13.3%)
1979-80	1,297	912 (70.3%)	385 (29.7%)	161 (12.4%)	224 (17.3%)
1980-81	1,156	766 (66.3%)	390 (33.7%)	169 (14.6%)	221 (19.1%)
1981-82					
Queen Anne					
1964-65	1,841	1,790 (97.2%)	51 (2.8%)	25 (1.4%)	26 (1.4%)
1970-71	1,781	1,658 (93.1%)	123 (6.9%)	59 (3.3%)	64 (3.6%)
1977-78	1,090	886 (81.3%)	204 (18.7%)	93 (8.5%)	111 (10.2%)
1978-79	1,015	761 (75.0%)	254 (25.0%)	101 (10.0%)	153 (15.0%)
1979-80	889	581 (65.4%)	308 (34.6%)	104 (11.7%)	204 (22.9%)
1980-81	880	503 (57.2%)	377 (42.8%)	85 (9.7%)	292 (33.1%)
1981-82					
Roosevelt					
1964-65	2,416	2,367 (98.0%)	49 (2.0%)	25 (1.0%)	24 (1.0%)
1970-71	2,188	1,979 (90.4%)	209 (9.6%)	142 (6.5%)	67 (3.1%)
1977-78	1,918	1,505 (78.5%)	413 (21.5%)	234 (12.2%)	179 (9.3%)
1978-79	1,915	1,429 (74.6%)	486 (25.4%)	294 (15.4%)	192 (10.0%)
1979-80	1,677	1,250 (74.5%)	427 (25.5%)	244 (14.6%)	183 (11.0%)

BEST COPY AVAILABLE

	Total	White	Total Minority	Black	Other Minority
Sealth					
1964-65	2,062	1,963 (95.2%)	99 (4.8%)	66 (3.2%)	33 (1.6%)
1970-71	1,799	1,645 (91.4%)	154 (8.6%)	98 (5.5%)	56 (3.1%)
1977-78	1,476	1,130 (76.5%)	346 (23.5%)	133 (9.0%)	213 (14.5%)
1978-79	1,477	999 (67.6%)	478 (32.4%)	196 (13.3%)	282 (19.1%)
1979-80	1,255	759 (60.5%)	496 (39.5%)	198 (15.8%)	298 (23.7%)
1980-81	1,145	591 (51.6%)	554 (48.4%)	195 (17.0%)	359 (31.4%)
1981-82					
West Seattle					
1964-65	1,949	1,928 (98.9%)	21 (1.1%)	7 (0.4%)	14 (0.7%)
1970-71	1,735	1,712 (98.7%)	23 (1.3%)	8 (0.5%)	15 (0.8%)
1977-78	1,231	1,116 (90.7%)	115 (9.3%)	25 (2.0%)	90 (7.3%)
1978-79	1,091	963 (88.3%)	128 (11.7%)	34 (3.1%)	94 (8.6%)
1979-80	985	800 (81.2%)	185 (18.8%)	43 (4.4%)	142 (14.4%)
1980-81	952	669 (70.3%)	283 (29.7%)	44 (4.6%)	239 (25.1%)
1981-82					

BEST COPY AVAILABLE

Table III

Minority Percentages in Racially Imbalanced Schools

A comparison between the minority percentages in 1977-78, the year before The Seattle Plan, and 1980-81 of the 26 schools which were racially imbalanced (more than 54.7%) in 1977-78. Percentages include kindergarten.

	1977-78	1980-81
High Schools		
Franklin	78.1%	61.6%
Cleveland	75.5%	63.9%
Garfield	64.7%	55.6%
Rainier Beach	58.1%	54.7%
Junior High/ Middle Schools		
Sharples	76.1%	51.6%
Mercer	74.1%	37.8%
South Shore	60.8%	51.1%
Elementary Schools		
Colman	91.5%	closed as elementary
Van Asselt	87.5%	56.0%
Beacon Hill	83.9%	52.8%
Brighton	83.9%	64.5%

	1977-78	1980-81
Elementary Schools (cont.)		
Columbia	82.5%	66.8%
Gatzert	82.3%	72.0%
Minor	81.8%	56.3%
Dearborn Park	78.0%	55.0%
Dunlap	78.0%	63.6%
Leschi	77.3%	56.7%
Hawthorne	75.4%	closed
Wing Luke	75.1%	58.5%
High Point	73.8%	64.0%
Kimball	70.6%	45.8%
Graham Hill	67.5%	60.6%
Muir	65.4%	57.3%
Whitworth	59.5%	55.2%
Rainier View	56.8%	56.5%
King	55.8%	50.0%

BEST COPY AVAILABLE

Table IV

Enrollment Decline
in Seattle Public Schools
from 1964 to 1980

Year	Total Enrollment		White Enrollment		Minority Enrollment	
	Number	Change	Number	Change	Number	Change
1964-65	94,295		80,203 (85.1%)		14,092 (14.9%)	
1965-66	no data available					
1966-67	94,957	+ 662 (+ 0.7%)	79,412 (83.6%)	- 791 (- 1.0%)	15,545 (16.4%)	+ 1,453 (+ 10.3%)
1967-68	94,949	- 8 (- 0.008%)	78,819 (83.0%)	- 593 (- 0.7%)	16,130 (17.0%)	+ 585 (+ 3.6%)
1968-69	94,002	- 947 (- 1.0%)	77,355 (82.0%)	- 1,464 (- 1.9%)	16,647 (17.7%)	+ 517 (+ 3.2%)
1969-70	89,225	- 4,777 (- 5.1%)	72,358 (81.1%)	- 4,997 (- 6.5%)	16,867 (18.9%)	+ 220 (+ 1.3%)
1970-71	84,669	- 4,556 (- 5.1%)	67,750 (80.0%)	- 4,608 (- 6.4%)	16,919 (20.0%)	+ 52 (+ 0.3%)
1971-72	79,626	- 5,043 (- 6.0%)	61,631 (77.4%)	- 6,119 (- 7.2%)	17,995 (22.6%)	+ 1,076 (+ 6.4%)
1972-73	75,414	- 4,212 (- 5.3%)	57,541 (76.3%)	- 4,090 (- 5.1%)	17,873 (23.7%)	- 122 (- 0.7%)
1973-74	72,045	- 3,369 (- 4.5%)	53,567 (74.4%)	- 3,974 (- 6.9%)	18,478 (25.6%)	+ 605 (+ 3.4%)
1974-75	69,025	- 3,020 (- 4.2%)	49,850 (72.2%)	- 3,717 (- 6.9%)	19,175 (27.8%)	+ 697 (+ 3.6%)
1975-76	66,492	- 2,533 (- 3.7%)	47,164 (70.9%)	- 2,686 (- 5.4%)	19,328 (29.1%)	+ 153 (+ 0.8%)
1976-77	61,819	- 4,673 (- 7.0%)	41,767 (67.6%)	- 5,397 (- 11.4%)	20,052 (32.4%)	+ 724 (+ 3.7%)
1977-78	58,353	- 3,466 (- 5.6%)	38,120 (65.3%)	- 3,647 (- 8.7%)	20,233 (34.7%)	+ 181 (+ 0.9%)
1978-79	54,160	- 4,193 (- 7.2%)	33,943 (62.7%)	- 4,177 (- 10.9%)	20,217 (37.3%)	- 16 (- 0.08%)
1979-80	50,490	- 3,670 (- 6.8%)	30,389 (60.2%)	- 3,554 (- 10.5%)	20,101 (39.8%)	- 116 (- 0.6%)
1980-81	48,415	- 2,075 (- 4.1%)	27,342 (56.5%)	- 3,047 (- 10.0%)	21,073 (43.5%)	+ 972 (+ 4.7%)

SUMMARY

	Total Enrollment	White Enrollment	Minority Enrollment
1964-65	94,295	80,203 (83.6%)	15,545 (16.4%)
1980-81	48,415	27,342 (56.5%)	21,073 (43.5%)
Enrollment Change	- 45,880 (- 48.7%)	- 52,816 (- 65.9%)	+ 5,528 (+ 26.2%)
Average Annual Rate of Change	- 2,699 (- 2.9%)	- 3,109 (- 3.9%)	+ 325 (+ 1.5%)

BEST COPY AVAILABLE

Table V

Comparison of Enrollment Decline
in Years Before and After
Implementation of The Seattle Plan*

	Total Enrollment		White Enrollment		Minority Enrollment	
	Number	Change	Number	Change	Number	Change
Before						
1974-75	69,025		49,850 (72.2%)		19,175 (27.8%)	
1975-76	66,492	- 2,533 (- 3.7%)	47,164 (70.9%)	- 2,686 (- 5.4%)	19,328 (29.1%)	+ 153 (+ 0.8%)
1976-77	61,819	- 4,673 (- 7.0%)	41,767 (67.6%)	- 5,397 (- 11.4%)	20,052 (32.4%)	+ 724 (+ 3.7%)
1977-78	58,353	- 3,466 (- 5.6%)	38,120 (65.3%)	- 3,647 (- 8.7%)	20,233 (34.7%)	+ 181 (+ 0.9%)
Enrollment Change		- 10,672 (- 15.5%)		- 11,730 (- 23.5%)		+ 1,058 (+ 5.2%)
Average Annual Change		- 3,557 (- 5.2%)		- 3,910 (- 7.8%)		+ 352 (+ 1.7%)
After						
1978-79	54,160	- 4,193 (- 7.2%)	33,943 (62.7%)	- 4,177 (- 10.9%)	20,217 (37.3%)	- 16 (- 0.08%)
1979-80	50,490	- 3,670 (- 6.8%)	30,389 (60.2%)	- 3,554 (- 10.5%)	20,101 (39.8%)	- 116 (- 0.6%)
1980-81	48,415	- 2,075 (- 4.1%)	27,342 (56.5%)	- 3,047 (- 10.0%)	21,073 (43.5%)	+ 972 (+ 4.7%)
Enrollment Change		- 9,938 (- 17.0%)		- 10,778 (- 28.3%)		+ 840 (+ 9.6%)
Average Annual Change		- 3,313 (- 5.7%)		- 3,593 (- 9.4%)		+ 280 (+ 3.2%)

*Comparison of change in total enrollment count and white/minority change for the three years prior to implementation of The Seattle Plan for desegregation and the first three years the Plan was in operation

BEST COPY AVAILABLE

Table VI

Schools in Which Elementary Students
have been Mandatorily Bused
(Pairs/Triads)

This table shows the combined enrollments in pair/triad clusters after The Seattle Plan - compared to the year before the Plan was implemented.

Cluster	1977-78 Total Enrol.	1977-78 White	1977-78 Min.	1980-81 Total Enrol.	1980-81 White	1980-81 Min.	Increase or Decrease Total Enrol.	Increase or Decrease White	Increase or Decrease Min.
Arbor Heights Gatewood Van Asselt	1,283	827	456	960	530	430	- 323	- 297	- 26
Beacon Hill Genesee Hill Schmitz Park	930	530	400	847	435	412	- 83	- 95	+ 12
Brighton Hay West Queen Anne	973	471	502	639	272	367	- 334	- 199	- 135
Broadview Muir	1,169	679	489	754	360	394	- 414	- 319	- 95
Bryant Minor	776	377	389	527	229	298	- 239	- 148	- 91
Madrona Olympic Hills Rogers	1,469	1,011	458	871	405	466	- 598	- 606	+ 8
Columbia Oak Lake	623	307	316	491	203	288	- 132	- 104	- 28
Dearborn Park Magnolia	822	438	384	605	294	311	- 217	- 144	- 73
Dunlap Fauntleroy Roxhill	985	566	419	797	343	454	- 188	- 223	+ 35
High Point Hughes	666	393	273	471	201	270	- 195	- 192	- 3
Highland Park Wing Luke	972	570	402	822	386	436	- 150	- 184	+ 34
Decatur Leschi Wedgwood	1,097	590	507	840	425	415	- 257	- 165	- 92
Graham Hill Northgate	481	256	225	502	254	248	+ 21	- 2	+ 23
Day Getzer McDonald	962	512	450	527	235	292	- 435	- 277	- 158
Colman	293	25	268	closed as elementary					
Green Lake	368	282	86	296	190	106	- 72	- 92	+ 20
Ravenna	284	245	39	215	131	84	- 69	- 114	+ 45
Total	14,142	8,079	6,063	10,164	4,893	5,271	- 3,978	- 3,186	- 792

Table VII

Schools in which
Elementary Students have not been
Mandatorily Bused

School	1977-78 Total Enrol.	1977-78 White	1977-78 Min.	1980-81 Total Enrol.	1980-81 White	1980-81 Min.	Increase or Decrease Total Enrol.	Increase or Decrease White	Increase or Decrease Min.
Adams	345	274	71	410	330	80	+ 65	+ 56	+ 9
Alki	255	176	79	334	184	150	+ 79	+ 8	+ 71
Allen	320	272	48	294	210	84	- 26	- 62	+ 36
Bagley	245	210	35	249	189	60	+ 5	- 21	+ 25
Briarcliff	339	301	38	357	209	148	+ 18	- 92	+ 110
Cedar Park	196	181	15	210	109	101	+ 14	- 72	+ 86
Coe	385	306	79	464	231	233	+ 79	- 75	+ 154
Concord	183	130	53	217	145	72	+ 34	+ 15	+ 19
Cooper	326	227	99	394	225	169	+ 68	- 2	+ 70
Emerson	325	165	160	355	137	218	+ 30	- 28	+ 58
Fairmount Park	354	256	98	326	201	125	- 28	- 55	+ 27
Greenwood	346	299	47	382	235	147	+ 36	- 64	+ 100
Kimball	506	149	357	541	293	248	+ 35	+ 144	- 109
King	364	161	203	282	141	141	- 82	- 20	- 62
Lafayette	512	467	45	492	315	177	- 20	- 152	+ 132
Lake City	289	193	96	364	161	203	+ 75	- 32	+ 107
Latona	266	200	66	248	106	142	- 18	- 94	+ 76
Laurelhurst	348	222	126	253	131	122	- 95	- 91	- 4
Lawton	343	260	83	302	211	91	- 41	- 49	+ 8
Lowell	315	163	152	299	123	176	- 16	- 40	- 24
Loyal Heights	226	211	15	290	247	43	+ 64	+ 36	+ 28
Maple	389	180	209	350	151	199	- 39	- 29	- 10
McGilvra	179	116	63	235	122	113	+ 56	+ 6	+ 50
Montlake	208	130	78	212	104	108	+ 4	+ 26	+ 30
North Beach	244	217	27	277	246	31	+ 33	+ 29	+ 4
North Queen Anne	224	196	28	104	81	23	- 120	- 75	- 5
Olympic View	177	151	26	235	179	56	+ 58	+ 28	+ 30
Pinehurst	231	215	16	197	153	44	- 34	- 63	+ 28
Rainier View	190	82	108	200	87	113	+ 10	+ 5	+ 5
Sacajawea	204	167	37	169	138	31	- 35	- 29	- 6
Sand Point	201	149	52	150	94	56	- 51	- 55	+ 4
Sanislo	268	165	103	331	160	171	+ 63	+ 11	+ 119
Seward	333	169	164	308	160	148	- 25	- 9	- 16
Stevens	490	321	169	435	253	182	- 55	- 68	+ 13
University Heights	339	253	86	361	242	119	+ 22	- 11	+ 33
View Ridge	356	281	75	310	221	89	- 46	- 60	+ 14
Viewlands	312	265	47	307	260	47	- 5	- 5	- 0 -
West Woodland	458	414	44	457	370	87	- 1	- 44	+ 43
Whittier	380	330	50	434	314	120	- 54	- 16	+ 70
Whitworth	654	265	389	618	277	341	- 36	+ 12	- 48
Total	12,625	8,889	3,736	12,753	7,745	5,008	+ 128	- 1,144	+ 1,272

Seattle Public Schools

BOARD OF DIRECTORS

Barbara Beuschlein, President
Patt Sutton, Vice President
Richard J. Alexander
Michael R. Preston
John R. Rasmussen
Ellen J. Roe T. J. Vassar

SUPERINTENDENT

Dr. Donald Steele